ENGLISH GRAMMAR AND COMPOSITION

Dakhil

Class-Eight

NATIONAL CURRICULUM AND TEXTBOOK BOARD, BANGLADESH

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English Grammar and Composition

DAKHIL

Class Eight

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Preface

The aim of secondary education is to make the learners fit for entry into higher education by flourishing their latent talents and prospects with a view to building the nation with the spirit of the Language Movement and the Liberation War. To make the learners skilled and competent citizens of the country based on the economic, social, cultural and environmental settings is also an important issue of secondary education.

The textbooks of secondary level have been written and compiled according to the revised curriculum 2012 in accordance with the aims and objectives of National Education Policy-2010. Contents and presentations of the textbooks have been selected according to the moral and humanistic values of Bengali tradition and culture and the spirit of Liberation War 1971 ensuring equal dignity for all irrespective of caste and creed of different religions and sex.

The present government is committed to ensure the successful implementation of Vision 2021. Honorable Prime Minister, Government of the People's Republic of Bangladesh, Sheikh Hasina expressed her firm determination to make the country free from illiteracy and instructed the concerned authority to give free textbooks to every student of the country. National Curriculum and Textbook Board started to distribute textbooks free of cost since 2010 according to her instruction.

Communicative grammar is a comparatively new trend in English language teaching. I believe, the new communicative grammar series for grades 6-10 will work for the intended curriculum and appear as substantial reference books in English language. In fact, the main difference between a conventional grammar book and communicative one lies in its approach. While a conventional grammar book appears as a reference book to explain rules, and show usage; a communicative grammar deals with practice creating opportunities to use language accurately. Unlike a conventional grammar, a communicative grammar presents everything in context that not only promotes accuracy, but also works for language acquisition.

The textbooks introduced for secondary level have been modified according to the need of Madrasah Education for Dakhil level from academic year 2015. I thank sincerely all for their intellectual labour who were involved in the process of writing, editing, art and design of the textbook.

Chairman
National Curriculum and Textbook Board, Bangladesh

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UNIT 1 Parts of Speech

Lesson 1

Look at the sentence below:

Sumona is a brilliant student.

You can divide the above sentence in different parts, such as:

Sumona/is/a/brilliant/student.

Again these parts play different functions as:

i) Sumona ⟶ refers to a person

ii) is ⟶ states something

iii) brilliant ⟶ gives more information about 'student'

iv) student ⟶ refers to Sumona

Now you understand that in **Parts of Speech** words are classified according to their functions. In English, there are eight *parts of speech*.

The lessons in this unit will discuss *parts of speech.* Do you remember them? Here is a beautiful poem that will help you remember the *parts of speech*.

Every name is called a **noun**,
As **field** and **fountain, street** and **town**;

In place of noun the **pronoun** stands
As **he** and **she** can clap **their** hands;

The **adjective** describes a thing,
As **magic** wand and **bridal** ring;

The **verb** means action, something done -
To read, to write, to jump, to run;

How things are done, the **adverbs** tell,
As **quickly, slowly, badly, well**;

The **preposition** shows relation,
As **in** the street, or **at** the station;

Conjunctions join, in many ways,
Sentences, words, phrases **and** clauses;

The **interjection** cries out, "**Hark!**
I need an exclamation mark!"

[collected:http://www.happychild.org.uk/acc/tpr/mne/0011gram.htm]

Discuss the following questions in pairs:

a) What do the **bold** words in the poem tell about each *part of speech*?

b) What examples of different *parts of speech* are given in the poem?

c) Can you think of more examples of each *part of speech*? What are some of them?

Read the sentences below and identify each type of part of speech in it:

1. A frightened man was seeking help desperately.
2. The sun was setting slowly in the west.
3. A village boy came and asked the man, "Where did you find the golden chain around your neck?"

Now read about each type of parts of speech:

Nouns

A noun is a word used to name something: a person/animal, a place, a thing, or an idea. For example, all of the following are nouns.

- Rahul, Ann, Hamida, Malek
- Japan, Venezuela, the Atlantic, London, the Bay of Bengal
- pencil, store, music, air
- biology, honesty, geometry

Pronouns

A pronoun is a word that replaces a noun. It help us to avoid repetitions.
For example: Instead of ***Elina talked to Elina's child***, you might say ***Elina talked to her child.*** **Her** is the pronoun. It refers to the noun, *Elina.*

Adjectives

An adjective modifies (describes) a noun or pronoun. Usually, in English, the adjective comes before the noun.
For example: The *smart* student earned an 'A'.
Adjectives also come after linking verbs. For example: I feel *happy*.

Verbs

Verbs generally express an action or a state of being. There are several classifications for verbs - action verbs, linking verbs, main verbs, auxiliary verbs, transitive, intransitive and phrasal verbs.

For example:

Action verbs *show action.*

He *runs*. She *plays*. They *study*.

Linking verbs *link the subject to an adjective or a noun.*

Matin ***is*** intelligent. He **is** a teacher.

Here the *linking verbs* connect the *adjective* (intelligent*)* or a *noun* (teacher*)* with the *subject*.

Adverbs

An adverb is a word that modifies a verb, an adjective or another adverb.
The teacher carefully checks the homework. (Here *carefully* is an adverb that modifies the verb *check*.)

Examples:

Tomal was extremely enthusiastic about doing his homework. (Here *extremely* is an adverb that modifies the adjective *enthusiastic*.)

Maliha ran out of the classroom very quickly. (Here v*ery* is an adverb that modifies the adverb *quickly.)*

Prepositions

Prepositions are words that connect a noun or pronoun to another word in a sentence. Some common prepositions are *on, in, at, with, about, for, to, though*.

Conjunctions

Conjunctions join together words, phrases and clauses.
Examples: He and his brother will come. (words)
He came to the class and started teaching.(clauses)
It is easy to say but difficult to do. (phrases)
She is intelligent; therefore, she does not need too much help. (clauses)

Interjections

Interjections are words used to express emotional states. They can usually be found in narrative writing, interviews, and in spoken English. They can stand alone.
Examples:

Oh!, Wow!, Ouch! Oops! Hey!

They can also be used in a phrase or sentence.

Examples: *What a lovely day!*

How strong the man is!

The same word as different parts of speech

Remember that the same word can be used as different parts of speech. Its function in the sentence will help you to determine the part of speech. Look at the following sentences and notice the functions of the word 'well' in each of the sentences:

He does not look *well*. (adjective)
The student did *well* in the test. (adverb)
Well, I don't know about that. (interjection)

Exercise

Identify what part of speech each word is in the following sentences:

1. Wow! That is really nice.
2. He seemed sorry as he apologised to us.
3. Mother wanted an answer, but she did not get any reply from her daughter.

Read the song and guess why it leaves out one part of speech. Share your idea with a partner.

A **NOUN**'s the name of anything,
As: *school* or *garden*, *toy*, or *swing*.

ADJECTIVES tell the kind of noun,
As: *great, small, pretty, white,* or *brown*.

VERBS tell of something being done:
To read, write, count, sing, jump, or *run*.
How things are done the **ADVERBS** tell,
As: *slowly, quickly, badly, well.*
CONJUNCTIONS join the words together,
As: men *and* women, wind *or* weather.

The **PREPOSITION** stands before a noun
As: *in* or *through* a door.

The **INTERJECTION** shows surprise
As: *Oh, how pretty! Ah! how wise!*

The whole are called the **PARTS of SPEECH,**
Which reading, writing, speaking teach.

[By David B. Tower & Benjamin F. Tweed]

Lesson 2: Nouns

Noun is one of the eight parts of speech. You must have read about noun in your previous classes. Do you remember what kinds of words nouns are?

Read the story below and underline the nouns.

Friend

Bubbly was a rabbit who lived in the forest. He had many friends. He took pride in their friendship.

One day Bubbly heard the loud barking of the wild dogs. As he was timid, he became afraid. He decided to ask for help. He quickly went to his friend, deer. He said: "Some wild dogs are chasing me. Can you drive them away with your sharp horns?" The deer said: "That is right, I can. But now I am busy. Why don't you ask the bear for help?"

Bubbly, the rabbit, ran to the bear. "My dear friend, you are very strong. Please help me. Some wild dogs are after me. Please chase them away," he requested the bear.

The bear replied: "I am sorry. I am suffering from hunger and weakness. I need to find some food. Please ask the monkey for help".

Poor Bubbly went to the monkey, elephant, goat and all his friends. Bubbly felt sad that nobody showed any interest to help him.

He understood that he has to think of a way out. He hid under a bush. He lay there till the wild dogs went their way.

[Adapted from http://www.kidsworldfun.com/shortstories_friends.php]

Now, compare your underlined words with a partner.

In pairs, discuss the following questions:

a) What is a noun?

b) What different types of nouns are there in English?

c) What roles do nouns play in a sentence?

Look at some more examples of nouns

Names of people and profession: Alam, Rosy, teacher, doctor
Names of animals: rat, zebra, lion, tiger
Names of places: house, Dhaka, factory, school
Names of objects: table, camera, printer, computer
Names of materials: lead, nitrogen, water, ice
Names of qualities: kindness, beauty, bravery, faithfulness
Names of actions: rowing, cooking, driving, reading, listening
Names of measures: minute, second, day, month, litre

Read the story above again and see whether the words underlined by you are all nouns. As you read the text, try to find the different types of naming words e.g. words that name a particular person/character, words that name an idea and words that name something in general, etc.

Discuss the questions below

a) What type of noun is *Bubbly* in the story?
b) What type of noun is *dogs, deer, bear* or *elephant*?
c) What type of noun is *pride, hunger* or *weakness*?

Read the section below to know more about different types of nouns.

Common nouns: These are the general names of people, places, things, or ideas.
Examples: *writer, city, park, religion*

Proper nouns: This type of noun has two features: i) It names a specific [usually a one-of-a-kind] item, and ii) It begins with a capital letter [no matter where it occurs in a sentence.]
Examples: *Rabindranath Tagore, Paris, Dhaka, Islam*

The chart below shows examples of common nouns and proper nouns:

Common Noun	Proper Noun
writer	Humayun Ahamed-
teacher	Prof. Abdur Razzaque
boy	Shubho
city	Khulna
mango	Langra
school	Ideal High School

Abstract nouns: Look at the following list. Can you touch or see any of them? Can you count any of them?

peace	conduct	speed	taste
warmth	courage	experience	evil
hospitality	leisure	time	liberty

They name something that you cannot experience with your five senses – they *do not physically* exist.

Concrete nouns: Concrete nouns physically exist and can be experienced by the five senses.

For example:

Can you chase them away with your sharp *horns*?

Horns is an example of a concrete noun. You can see horns of an animal and touch them with your finger and smell its breath. Look at this chart contrasting abstract and concrete nouns:

Abstract nouns	Concrete nouns
love	table
intelligence	laptop
kindness	cow
mercy	plants
honesty	building

Collective nouns: These are nouns that refer to a group of things. Look at the chart below:

army
audience
board
crowd
class
committee
company
corporation
council
department
faculty
family
farm
group
jury
majority
minority
navy
senate
society
team
troupe

Exercise 1

Read the following sentences in pairs and look at the italicized word in each sentence and say whether the italicized nouns are common, proper, collective or abstract.

1. *Honesty* is the best policy.
2. *Solomon* was famous for his wisdom.
3. A *committee* of five was appointed.
4. Jamil is a bright *student.*
5. Wisdom is better than *riches*.
6. I didn't believe the *clown's* story.
7. A *teacher* must have patience.
8. *Cleanliness* is next to godliness.
9. My *sister* is a doctor.
10. My *family* lives in that house.

Exercise 2

Circle the *proper nouns* and underline the *common nouns* in the following sentences:

1. To make cakes, we need eggs, flour, sugar, and butter.
2. Jafrin read *Gulliver's Travels* last week.
3. Every Tuesday in June, my team takes part in a charity match.
4. *Spelling Bee* is my favorite show on television.
5. The *Shishu Park* is a place to visit with friends and parents.

Exercise 3

Circle the *proper nouns* and underline the collective nouns. (There are 10 all together.)

1. Junaid is the captain of the school cricket team.
2. My family is going to Kuakata on vacation.
3. I love the month of June because schools have holidays.
4. I want a computer for my birthday.

What do nouns do?

Nouns can do lots of things in sentences. Let's look at some of the jobs noun do:

1. **Subjects** are nouns that tell us who or what a sentence is about.

   e.g. *Maya kicked the ball.*

2. **Direct objects** are nouns that receive the action of certain kinds of verbs (transitive active verb)

   e.g. *Maya kicked the ball.*

3. **Indirect objects** are nouns that receive the direct object.

   e.g. *Mary kicked Joya the ball.*

4. **Objects of prepositions** are nouns that come after prepositions in prepositional phrases.

   e.g. *Maya kicked the ball to Joya.*

Exercise 4

Identify the function of the underlined nouns as indicated below:

subject *direct object* *indirect object* *object of preposition*

1. The jury selected Rima as winner.
2. What is Jewel doing on his birthday?
3. Bipasha is my friend.
4. The committee elected Mahfuz its new Vice President.

Lesson 3: Countable and Uncountable Nouns

In the previous lesson you learnt about various kinds of nouns. In this lesson you will look at two types of nouns - countable and uncountable.

Read the text and underline the nouns in it. Then discuss the following questions in pairs.

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- Which nouns can you count?
- Can you find any nouns that you cannot count?
- Which nouns take an article before them?

When I am free, I listen to the radio. There are some good radio stations that play music I like, and other stations play a lot of music I don't really like. I like to listen to both old songs and new songs. In fact, I listen to a lot of different music, from classical to modern. Some music on the radio reminds me of when I was younger. I still like those old songs.

Have you got any idea about countable and uncountable nouns from your discussion? Read the text below.

Nouns can be divided into two categories – countable and uncountable. Countable nouns are words that represent things we can count. For example, the word **song** is a countable noun. Here are some more examples:

- An old song, two new songs, etc.
- A collection of 100 songs

Uncountable nouns are words that represent things we do not count. For example, the word *music* is an uncountable noun. Here are some examples:

- **a lot of music**
- the music of the 70s

Now, let's look at countable and uncountable nouns in more details.

Countable nouns

Countable nouns are either singular or plural. They can be counted and expressed in numbers.

- I need to buy four new **suitcases. - Suitcase (s)** is a countable noun as adding 's' to it makes it plural.
- I want five **oranges?** - Here **five** is used to count the number of **oranges**.

Countable nouns are easy to recognise. They are things that we can count. For example: 'pen'. We can count pens. We can have one, two, three or more pens. Most countable nouns become plural by adding an 's' at the end of the word.

We can use the indefinite article **a/an** with countable nouns:

- *a* good book

When a countable noun is singular, we must use a word like **a/the/my/this** with it:

- I want **an** orange. (*not* I want orange.)
- Where is **my** watch? (*not* Where is watch?)

We can use **some** and **any** with countable nouns:

- I've got **some** coins.
- Have you got **any** pens?

We can use **a few** and **many** with countable nouns:

- I've got **a few** coins.
- I haven't got **many** pens.

Now, in the above examples you must have noticed the way plural nouns are formed. Discuss with a partner the following questions:

1. How do we convert singular nouns into plural?
2. Do we follow the same rules for making plurals with all nouns?
3. What do the names 'regular nouns' and 'irregular nouns' suggest?

Read the sections below to check your ideas.

Formation of plural of *regular* nouns

Most nouns form the plural by adding **-s**.

Singular	Plural
house	houses
cat	cats
river	rivers
boat	boats

A noun ending in s, x, ch, sh makes the plural by adding – es

Singular	Plural
bus	buses
wish	wishes
pitch	pitches
box	boxes

A noun ending in a consonant and then y, makes the plural by dropping they and adding –ies

Singular	Plural
spy	spies
baby	babies
city	cities
daisy	daisies

Formation of plural of *irregular* nouns

There are some irregular formations of plural nouns. Some of the most common ones are listed below:

Singular	Plural
woman	women
man	men
child	children
tooth	teeth
foot	feet
person	persons
leaf	leaves
mouse	mice
goose	geese
half	halves
knife	knives
wife	wives
life	lives
elf	elves
loaf	loaves
potato	potatoes

Some nouns have the same form in the singular and the plural.

Singular	Plural
sheep	sheep
fish	fish
deer	deer
species	species
aircraft	aircraft

Remember, these are singular nouns.

news	The news is at 6.30 p.m.
athletics	Athletics is good for young people.
linguistics	Linguistics is the study of language.
darts	Darts is a popular game in England.
politics	Politics is played all over the world.

Some nouns have a fixed plural form and take a plural verb.

Plural noun with plural verb	**Sentence**
trousers	My trousers are too tight.
jeans	Her jeans are black.
glasses	Those glasses are new.

Uncountable nouns

Uncountable nouns are the exact opposite of **Countable Nouns**. These nouns are the names of things that cannot be counted and have only a singular form. These nouns use singular verbs in a sentence.

- The **furniture** was new. (**Furniture** is an uncountable noun and therefore, we use the singular 'was' in referring to it.)
- Is 250gm of **sugar** enough? (**Sugar** is an uncountable noun as **sugar** itself cannot be counted. It can only be weighed.)
- **He is praised for his honesty. - Honesty** is an uncountable noun as it has no plural and cannot be counted in physical terms either.

List of some Uncountable Nouns

General	Abstract
homework	advice
equipment	help
luggage	fun
clothing	recreation
furniture	enjoyment
machinery	information
gold	knowledge
silver	news
cotton	patience
glass	happiness
jewelry	progress

Using Countable & Uncountable Nouns

Look at the following list and notice which words are used with countable and uncountable nouns:

Words used with *countable* nouns only	
a	a doctor, a pen, a meal, a class, a college
many	many cups, many books, many libraries, many flights

Words used with *countable* nouns only	
few	few questions, few tables, few apples, few holidays, few countries
a few	a few questions, a few problems, a few issues

Words used with *uncountable* nouns only	
much	much money, much time, much food, much water, much energy
little	little trouble, little equipment, little meat, little patience
a little bit of	a little bit of confidence, a little bit of sleep, a little bit of rain

Words used with both *countable* & *uncountable* nouns		
the	countable	the monkeys, the schools, the teachers, the boats, the bananas
	uncountable	the machinery, the luggage, the grass, the knowledge

Words used with both *countable* & *uncountable* nouns		
some	countable	some tables, some stores, some grapes, some cities, some nurses
	uncountable	some time, some news, some bread, some salt
any	countable	any socks, any bathrooms, any ideas, any beliefs
	uncountable	any advice, any soap, any transportation, any gold, any homework
no	countable	no magazines, no chocolates, no pilots, no rings, no markers
	uncountable	no trouble, no grass, no scenery, no money, no furniture
a lot of	countable	a lot of animals, a lot of coins, a lot of people, a lot of babies
	uncountable	a lot of help, a lot of happiness, a lot of fun
lots of	countable	lots of computers, lots of buses, lots of colleges
	uncountable	lots of cake, lots of ice cream, lots of energy, lots of laughter
enough	countable	enough plates, enough onions, enough restaurants
	uncountable	enough courage, enough wisdom, enough rice, enough time
plenty of	countable	plenty of houses, plenty of books
	uncountable	plenty of oil, plenty of sugar

Note: Usage of few, a few, little, a little

The expressions '*a little*' and '*a few*' mean *some*.

We use *a little* with singular nouns.

Example:

I have a **little** money.

We use *a few* with plural nouns.

Example:

Kaberi has **a few** friends.

Note that there are differences of meaning when you use *a little / a few* or *little / few* with nouns. Without the article, the words have a restricted or negative meaning.

a little means 'some'
little means 'hardly any'

Examples:

I need a little money. That means - I need some money.

I need little money. That means - I need hardly any money.

Again read about the differences between *a few* and *few*.

a few = some
few = hardly any

Examples:

A few friends visited me. - Some friends visited me.
Few friends visited me. - Hardly any friends visited me.

Exercise 1:

Are these following nouns countable or uncountable? Discuss in pairs and write C for countable and U for uncountable next to each noun.

1. water _____
2. fruit _____
3. coconut _____
4. bread _____
5. DVD _____
6. meat _____
7. ball _____
8. sandwich_____
9. glasses_____
10. pen _____
11. milk_____
12. chair_____
13. patrol_____
14. table_____
15. cream_____
16. money_____
17. oil _____
18. insect_____
19. sofa_____
20. soap_____

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Exercise 2

Use a /an/some/any with the nouns in the sentences below.

1. Lisa's got a / an towel.

2. Anna's got a / some handbag.

3. Lucky's got an / some insect spray.

4. Jibon hasn´t got some / any sunglasses.

5. Raqib's got a / some swimming costume.

6. Ameer has got an / a apple.

7. I haven´t got any / some money.

8. Have you got some / any sun cream?

9. We need a / an torch for our camping trip.

10. There isn´t some / any litter on the beach.

11. Can I have some / a strawberries?

12. You can have this cereal with some / a milk.

13. I´ve got any / some fruit.

14. There isn´t some / an elephant.

15. Are there some / any plants?

Lesson 4: Adjectives

What are ***adjectives***? You must have read about adjectives in your previous classes. Do you remember their uses?

Let's read the story below and underline the adjectives.

Universal Rabindranath

Tagore is known as *Bishwa Kabi* (World Poet) because his literature has ***universal*** appeal and is read by many people of the world. His translation of *Gitanjali* (Song Offerings) won him the Nobel Prize in literature in 1913. Rabindranath dearly loved the land, rivers, people and ***natural*** beauty of his motherland. He roamed around ***rural*** Bangladesh and wrote about her glory and beauty in songs, poetry, novels and short stories. Besides Tagore was also a ***social*** reformer. He was the founder of Bishwa Bharoti. Despite all, Tagore loved to relax in the peaceful environment of East Bengal, now Bangladesh. He spent his ***golden*** days in the quietness of Kuthi Bari in Kushtia, where he translated his famous Gitanjali. Tagore also established an experimental agricultural project at his estate at Patisar in Naogaon. Bengali culture cannot be fulfilled without the ***colourful*** presence of Tagore's literature. We will be more enlightened if we apply Tagore's philosophy in our life.

In pairs discuss the following questions.

a) What parts of speech the *italicized* words are in the text above?

b) What is an adjective?

c) What different types of adjectives are there in English?

d) What roles do adjectives play in a sentence?

Identify appropriate adjectives from the dialogue below:

A: Hello! What are you reading?

B: Good evening! I am reading a book by Rabindranath Tagore.

A: What's the name of the book?

B: I am reading *Gitanjali* which won him the Nobel Prize in literature.

A: Oh! That's the best poetry book I have ever read.

B: He is known as a World Poet because of the universal appeal of his works and his wonderful style of writing.

A: Tagore is also the writer of our national anthem *Amar Sonar Bangla*.

B: Yes, he is.

A: We need to read more of his writings. Thank you for the interesting discussion.

B: I think we need to read more books of Tagore. Thank you too.

Now, let's try to describe adjectives.

Adjectives are words that are used to describe nouns and pronouns and to quantify and identify them. For example:

He was wearing a blue shirt.

Here **'blue'** is an adjective as it is describing the noun 'shirt' by answering the question 'What kind of shirt?'

There are **seven** rooms in the house.

Here '**seven**' is also an adjective as it is mentioning the quantity/the number of the noun 'rooms', answering the question 'how many rooms?'.

There are different types of adjectives based on their relationship with a noun and what they describe about the noun. There are five categories of adjectives:

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1. Adjectives of Quality - These adjectives are used to describe the nature of a noun. They give an idea about the nature of the noun by answering the question 'what kind', e.g. honest, kind, large, bulky, beautiful, ugly, etc.

Dhaka is a **large** city with many places of historical interest.

Shaila is a **beautiful** woman.

2. Adjectives of Quantity - These adjectives help to show the approximate amount of the noun or pronoun. These adjectives do not provide exact numbers; rather they tell us the amount of the noun, e.g. all, half, many, few, little, no, enough, great, etc.

They have finished **most** of the rice.

Many people came to visit the fair.

3. Adjectives of Number - These adjectives are used to show the number of nouns and their position in a phrase. There are three different types within adjectives of number; they are:

one, two, twenty, thirty-three, etc. (also known as cardinals)

first, second, third, seventh, etc. (also known as ordinals)

4. Demonstrative Adjectives - These adjectives are used to indicate a particular noun or pronoun - **this, that, these and those.**

That bag belongs to Neela.

Try using **this** paintbrush in your art class.

These flowers are lovely.

5. Interrogative Adjectives - These adjectives are used to ask questions about nouns or pronouns. They are - what, **which** and **whose.**

What test did I miss?
Which book of this author do you like?
Whose pen is this?

Lesson 5: Verbs

What are Verbs? You must have read about Verbs in your previous classes. Do you remember their uses?

Let's read the passage below and note the verbs.

All About the Zoo

A zoo ***is*** a place where many kinds of animals and birds ***live*** together in harmony. Many years ago, animals in a zoo ***were kept*** in cages and people ***would view*** them from outside their cages. However, these days, things ***have*** significantly ***changed.*** Most zoos ***try*** to ***provide*** animals with surroundings that ***resemble*** to their natural habitat. Many of the endangered species successfully ***bred*** in the zoo are later ***re-introduced*** to their natural environment to ***continue*** their survival. Many of the species ***are*** successfully ***protected*** and later ***introduced*** to the wild. A ***visit*** to the zoo ***will allow*** you the chance ***to see*** many kinds of animals and birds. Zoos ***help educate*** people of the importance of conservation. They also ***help*** scientists ***carry out*** various studies that are aimed ***to improve*** the lives of the animals by ***understanding*** them better.

Now, talk about the highlighted words with a partner. In pairs discuss the following questions:

a) What is a verb?

b) What different types of verbs are there in English?

c) What roles do verb play in a sentence?

Let's read the above passage again and discuss in pairs and identify verbs from the dialogue below:

A: Hello! Good Morning!

B: Hello! Good Morning to you too!

A: We have come here to see the zoo.
B: OK, come on, we have good arrangements for children.

A: Thank you! All students will go in a line to see the animals.
B: Please make sure that students don't disturb the animals.

A: Yes, of course, they won't.
B: Thank you, please let them know that zoo animals are not domestic animals.

A: Ok, I'm sure students will be able to know many things about the wild life by visiting the zoo. And thanks a lot for your advice.
B: They will if they remain calm and observe carefully. Thank you all for coming to visit the zoo.

Now, let's try to describe the verbs:

A word or phrase that describes an action, condition or experience is a **verb**. The words 'run', 'keep', and 'feel' are all verbs. The grammatical forms of verbs include number, person, and tense.

We learnt about auxiliary verbs in our previous classes.

Now, read the following examples and talk with your partner about the uses of different verbs. Here are some examples of auxiliary verbs expressing tense (main verbs in bold)

Examples of Auxiliary Verbs:

- I have been **sitting** here since 7 o'clock.
- Sabit was **waiting** for the train to arrive.
- He will have **broken** the record by then.

Auxiliary Verbs and Verb Phrases:

An auxiliary verb (also called a helping verb) accompanies a main verb to express its *tense, mood*, or *voice*. The most common auxiliary verbs are *be*, *do*, and *have*. You will see these in the following forms:

Be: am, is, are, was, were, being, been
Do: does, do, did
Have: has, have, had, having

Modal auxiliary verbs are also auxiliary verbs. They are *can*, *could*, *may*, *might*, *must*, *ought to*, *shall*, *should*, *will*, and *would*. (These never change their forms.)

A *verb phrase* is made up of the auxiliary verb(s) and the main verb. In the examples below, the verb phrase is underlined with main verb in bold:

For example, He is **reading** a book. Here 'is reading' is a verb phrase where 'is'= an auxiliary verb and 'reading,= main verb

Now, let's try to find out the differences between regular and irregular Verbs.

Regular Verbs

The verbs that form their past participle with 'd' or 'ed' are regular verbs. These verbs do not undergo major changes while changing forms.

1. **If the verb ends with a vowel, only 'd' is added. For example:**

Present tense	**Past tense**
share	shared
scare	scared

2. **If the verb ends with a consonant, 'ed' is added. For example:**

Present tense	**Past tense**
want	wanted
shout	shouted
kill	killed

Irregular Verbs

These type of verbs undergo considerable changes when changing forms.

Present tense	**Past tense**
go	went
run	ran
think	thought
seek	sought

Transitive Verb

When a ***verb*** takes an **object**, it is called ***transitive verb.*** **Look at the example below:**

- He has **kicked** *the ball*.
- We **shared** *the idea* together.

Here, ***kick*** and ***share*** are transitive verbs because they have objects and without these objects e.g. *the ball, the idea;* '***he has kicked*** and ***we shared***' are incomplete.

In fact, transitive verbs transfer their actions to the object.

Here are some examples of transitive verbs:

I **want** an apple.

He is **carrying** a suitcase.

She **looked** at me.

Intransitive verb

When a ***verb*** does not take an object, it is called ***intransitive verb***. Intransitive *verb means* ***a verb*** *without* ***an object***. Here are some examples of intransitive verbs:

- She ***shouted*** loudly.
- She was ***singing***.
- Dogs **bark.**
- She **is laughing.**

Some verbs can be both transitive and intransitive depending on how they are used in sentences.

Examples:

Intransitive	**Transitive**
She sang.	She sang a song
The bell rang	He rang the bell
We ate.	We ate some fish.

Exercise

Choose the correct form of the verb in brackets and fill in the gaps.

Kuheli is a student of class eight. Her final exams (be)_____ next week, so there are no classes. Like all the other students in her class she (revise)_____her lessons. But she (not study)_____ very hard right now. She (sit)_____ in the garden of her house (read)_____ her notes. It is a beautiful day. Birds (sing)_____ in the trees. She (not sit/usually)_____ in the garden. Normally she (go)_____ to school at nine o'clock to (attend)_____ classes. She (have)_____ lunch at about one with her friends.

Lesson 6 : Adverbs

Read the story below and notice the words in italics that describe the actions in the story.

I nearly missed my flight!

I live at Shahbag in Dhaka. I decided to visit my son, who lives in New York in December last year. I had booked my flight to leave Dhaka on Monday morning. It was due to leave at 9 am and I was expected to report at the airport by 7 am. I was *completely* happy with arrangements I had made for the trip.

I work in an office and *usually* go there at about 9 am. I never go to office late and I almost *always* arrive there on time. I come back home at about 5 pm. I *usually* go to bed at 11 at night and get up at 5 in the morning.

The night before my flight I had to do a bit of packing. Still I expected to get up from bed at my usual time. *Unfortunately*, I overslept and when my wife woke me up it was 7 am. I *quickly* washed and dressed myself and called for a taxi. I was hoping to get to the airport by 8 am. But as we reached the Airport Road, it was crowded with cars, buses and taxis and we could only move very *slowly*. I was *gradually* becoming impatient. But there was nothing we could do. I *finally* reached the airport at 8.30 am.

I reached the check-in-desk and an official of the airlines hurried me through the immigration, and eventually I was able to get on board.

Discuss in pairs which of the Italicized words tell us about the 'how,' 'when' or 'where' of an action that took place in the story.

Write down the underlined words in each column to show which of them answer the how, when, why or where of an action in the story. (One is done for you in each column.)

How?	When?	Where?	How often?
suddenly	early	below	always

The words above are used to answer the questions of *how, when, why* or *where*. These are adverbs. In fact, an adverb is a word that modifies a verb, an adjective or another adverb. It also refers to manner, place, time, degree or frequency.

Look at the following examples. Here adverbs are shown in **bold** and the verbs that they modify are in *italics*.

- Rabbi *speaks* **loudly**. (How does Rabbi speak?)
- **Afterwards** she *talked* with the journalists. (When did she talk?)
- Dilruba *lives* **nearby**. (Where does Dilruba live?)

Look at the examples of adverbs that modify adjectives and adverbs.

Adverbs modifying an *adjective*:

- He is **really** *handsome*. (How handsome is he?)
- That was **extremely** *kind* of you.

Adverbs modifying another *adverb*:

- She drives **incredibly** *slowly*. (How slowly does she drive?)
- He drives **extremely** *fast*.

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Remember that adverbs can also modify *adjectives* or even other *adverbs*. Look at the sentences below.

- Tania is **really** *beautiful*.
- The plan worked **very** *well*.

Note that adverbs have other functions too. Now look at the sentences below and find out what functions the adverbs have in these sentences.

- *Obviously* I don't know everything.
- He arrived *immediately* after the meeting.

You may have noticed two more functions of adverbs here, e.g. they can modify a whole sentence and they can modify a prepositional phrase.

Exercise 1

Find the adjective in the first sentence of each pair of sentences below and fill in the gap with an adverb. The first one is done as an example.

1. Jhorna is happy. She smiles <u>happily</u>.
2. The boy is loud. He shouts .....
3. Her English is fluent. She speaks English.....
4. Our mother was angry. She spoke to us .....
5. My neighbour is a careless driver. He drives .....
6. The painter is awful. He paints .....
7. Zahir is a wonderful guitar player. He plays the guitar .....
8. This girl is very quiet. She often keeps sitting at a corner .....
9. She is a quick runner. She runs .....
10. This exercise is simple. You .....have to put one word in each space.

Notice the adverbs you have used in the above sentences. In pairs, discuss how adverbs are formed. Now read the following section to know more about how adverbs are formed.

Most of the adverbs are formed by adding *ly* with an adjective. For example, the word *nice* is an adjective and we can make the adverb *nicely* to talk about an action that is done in a nice manner.

As you have seen so far, adverbs frequently end in *-ly*; however, some adjectives also end in *ly*. For example: *lovely, lonely, motherly, friendly, neighbourly* are adjectives. For example:

That lovely woman lives in a friendly neighborhood.

Some adverbs have two forms, one that ends in *-ly* and one that doesn't. In certain cases, the two forms have different meanings.

Examples:

He arrived late. (later than the scheduled time)

Lately, he couldn't seem to be on time for anything. (recently)

In pairs, try to find more adverbs having two forms with two different meanings. Make sentences with them and share with another pair.

Position of Adverbs

Read the sentences below and notice the position of adverbs in each sentence.

1. *Cheerfully* the gold medalist greeted the crowd.
2. The gold medallist *cheerfully* greeted the crowd.
3. The gold medalist greeted the crowd *cheerfully*.

Now discuss the two questions in pairs:

- Do all these adverbs have the same position in the above sentences?
- What positions does the adverb *cheerfully* take in each sentence?

Let's read the following section to know more about positions that can be taken by adverbs in a sentence.

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Adverbs can appear in various positions in a sentence. For example, you may find an adverb:

- before the main verb: I never get up before nine o'clock.
- between the auxiliary verb and the main verb: I have rarely written to my father without an emergency.
- before the verb *used to:* I always used to see him at his summer home.

Exercise 2

Fill in the blanks with suitable adverbs from the box. The same adverb can be used more than once:

occasionally	sometimes	usually	rarely	once
very	never	mostly	often	always

1. I _____ go to school at 9 o'clock.
2. I have _____ been to Germany.
3. I have been to Kuakata just _____ .
4. I _____ have a cup of tea after breakfast.
5. My friends are _____ vegetarians.
6. My grandparents live in Khulna. I visit them _____.
7. I was _____ happy to see him again.
8. I _____ go for a walk by the river side.
9. I watch films _____.
10. They _____ come to visit me.

Lesson 7: Types of adverbs

Look at the picture. What is it about? Can you remember a cricket match in which you saw some great catches?

In small groups discuss a recent cricket match in which you have seen some great catches taken by the fielding side. Talk about those actions of catching by answering the following questions:

1. How were the catches taken?
2. Where in the field were the catches taken?
3. How many times did they drop a catch?
4. When were the catches taken?

You might have noticed that adverbs are used to describe various aspects of a particular action - the time, place, manner or frequency of the action. Thus adverbs are categorised as follows:

1. Adverbs of manner
2. Adverbs of place
3. Adverbs of time
4. Adverbs of frequency

Adverbs of manner

Read the following seven pieces of advice on making a happy and successful life. Notice the words ending in *ly*. Can you tell what kinds of words they are?

Think creatively

Live adventurously

Work diligently

Share generously

Listen patiently

Try fearlessly

Laugh heartily

Help willingly

Speak graciously

Run steadily

Love completely

[collected]

The words ending with ***ly*** are examples of adverbs. But do you know what kind of adverbs they are? They are known as **adverbs of manner**.

An adverb of manner tells us how something happens or is done. Most adverbs of manner end in – *ly* such as **badly, happily, sadly, slowly, quickly.** There are also some adverbs that do not end in –ly. For example: **well, hard, fast**, etc.

Here you have more examples to see how the adverbs of manner have been used.

- The soldiers were *badly* injured in the battle.
- They had to act *fast* to save the others floating in the water.
- She is 60 but still sings very *well*.
- She speaks *loudly*.
- The new driver was driving *slowly*.

Exercise 1

Choose a word from brackets to fill in the gaps. The first one is done as an example.

1 They did the work beautifully. (beautiful / beautifully)

2. She planned their trip to Italy very _____. (careful / carefully)

3. He painted the wall very _____. (bad / badly)

4. She speaks very _____. (quiet / quietly)

5. He walked _____ along the road to school. (slow / slowly)

6. He drives too _____. (fast / well)

7. She knows the road _____. (good / well)

8. He plays the guitar _____. (terrible / terribly)

9. We will catch the train in the morning. So we have to get up_____. (early / late)

Adverbs of place

An adverb of place tells us where something is done or happens. We use it after the verb, object or at the end of a sentence.

Adverbs of place include words such as *above, below, here, outside, over there, there, under, upstairs, near, somewhere, outside, ahead, on the top, at some place*.

1. We can stop *here* for lunch.
2. The hospital is *over there* on your right.
3. The classroom is on the floor *below*.
4. The children are playing *outside*.
5. He was standing *near the wall*.

6. There was a house *on the top of the hill.*
7. He lives *somewhere in* Dhaka.
8. She went *upstairs*.

Exercise 2

Make sentences and put the adverbs (in italics) correctly. The first one is done as an example.

1. is / *over there* / the cinema –The cinema is over there.
2. *inside*/go /let's ----------
3. the kitchen/*downstairs* / is - ----------
4. playing/the kids / are / *outside*----------
5. she / not / been / *here* / has ----------
6. the bathroom / is / *upstairs*----------
7. were / *everywhere* / we / for / looking / you ----------
8. we / *anywhere* / you / find / couldn't ----------
9. ? / there / a post office / *nearby* / is ----------
10. must / we / walk / *back home*----------

Adverbs of time

An adverb of time tells us the time when something happens. We use it at the beginning or at the end of a sentence. We use it as a form of emphasis when we place it at the beginning.

Adverbs of time include *afterwards, already, always, immediately, last month, now, still, soon, then, yesterday,* tomorrow, today, tonight, again and early.

1. He went for a walk *yesterday*.
2. He got a new job *a few months ago*.
3. *Last week*, we went to our village home.
4. I will buy a computer *tomorrow*.
5. Do it *now*.
6. She is *still* waiting for her brother.
7. He got up *early in the morning*.

Exercise 3

Fill in the blanks with the suitable time adverb. Do not use WHEN or IN

1. *Titanic* is the most beautiful film I have .....seen.
2. People of Bangladesh are .....in favour of democracy.
3. The wedding was celebrated in a community hall and .....a party was arranged.
4. It's only fifty years ..... the computer was invented.
5. People .....believed that women were inferior to men.
6. Many painters .....go to Paris to get inspiration.

Adverbs of frequency

Read the following conversation among three friends about watching movies. Notice the words in italics. What do these words tell us about their frequency of going to the cinema?

Rajib : Hi Subrata, I saw you the other day in front of Star Cinema. Do you *often* go to the cinema?

Subrata : Not really. I don't go to the cinema *quite often*. But I *always* watch movies at home.

Sumona : I also don't go to the cinema *regularly*. But *sometimes* I watch good films on television.

Rajib : But don't you think that cinema halls are ideal places for watching films? You can *never* have the atmosphere of a cinema hall at your home.

Subrata : I agree with you. Cinema halls are always better. But we can't go to cinema halls *every week*. We actually go to the cinema *once in a month*.

Sumona : You are lucky Subrata. I *hardly* ever go to the cinema. I actually go there very rarely.

An adverb of frequency tells us how often something is done or happens. Words used as adverbs of frequency include *again, almost, always, ever, frequently, generally, hardly ever, nearly, nearly always, never, occasionally, often, rarely, seldom, sometimes, twice, usually,* daily, sometimes, often, monthly, yearly and *weekly*.

Look at some more examples of adverb of frequency.

1. While overseas, he *frequently* phoned home.
2. We only write to each other very *occasionally*.
3. *Sometimes* he goes to the cinema to see a film.
4. He phoned me *twice* on the same day.
5. He goes to school *daily*.
6. She is *never* late for class.
7. They *always* come in time.
8. Barking dogs *seldom* bite.
9. The employees are *usually* paid *monthly*.

Exercise 4

Rewrite the complete sentences using the adverbs in brackets in its usual position.

Example: I play tennis on Sundays. (often)
Answer: I often play tennis on Sundays.

1. He listens to the radio. (often)
2. They read a book. (sometimes)
3. Pijush gets angry. (never)
4. Piya is very friendly. (usually)
5. I take sugar in my coffee. (sometimes)
6. My son and daughter are hungry. (often)
7. My aunt goes for a walk in the evening. (always)
8. Rajesh helps his father in the kitchen. (usually)
9. They watch TV in the afternoon. (never)

Exercise 5

Complete the following sentences using appropriate adverbs. Choose your answers from the options given in the brackets.

1. He was driving ..... and crashed into the car in front. (carefully / carelessly)
2. ..... the tiger appeared from nowhere. (suddenly / slowly)
3. The rain poured ..... and we took shelter under a tree. (heavily / lightly)
4. The teacher told a funny story and the children laughed ..... (loudly / softly)
5. The dancers performed ..... and we all clapped. (gracefully / clumsily)

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6. Why are you shouting ..... (loudly / quietly)?
7. She has a sweet voice. She sings ..... (beautifully / badly)
8. Don't take a decision ....., think it over for sometime. (hastily / slowly)
9. The soldiers fought so ..... that the enemy troops fled. (bravely / timidly)
10. If you walk ....., you will not reach there in time. (slowly / fast)

Lesson 8: Prepositions

What are prepositions? You must have read about prepositions in your previous classes. Do you remember their uses? Now, let's read the passage below and note the prepositions.

We and Our Environment

Our environment comes ***from*** water, air, animals, wastes, plants, and other things that surround us. The environment is a combination of many things. All the things ***in*** the environment relate ***with*** each other ***to*** give us what we need ***for*** survival. The environment is important and we should all aim ***to*** protect it ***by*** avoiding bad practices such as pollution, cutting down ***of*** trees and any other human activities that cause the degradation ***of*** the environment. Being aware ***of*** surroundings help us take the right steps ***to*** protect it. As living things we interact ***with*** the environment and not just live ***in*** it. Natural disasters such as earthquakes, landslides, etc. affect the environment. The environment needs to be protected ***by all means*** and the right measures need to be taken ***to*** lessen the damage that natural disasters cause.

Read the following dialogue and notice the highlighted words. In pairs discuss which preposition is expressed by each of the highlighted words.

A: Good morning! How are you today?

B: Good Morning! I am fine. How are you?

A: I am excellent today as I saw the sun rising ***in*** the morning.

B: Oh! I couldn't rise early but I felt sorry to see open dustbin ***at*** the corner ***of*** the road while I was coming ***over*** here.

A: That's really bad; open dustbins spread diseases ***in*** the air and when we inhale the air we feel sick.

B: Besides, vehicles ***on*** the road cause environmental pollution.

A: The brick fields ***in*** the villages also cause pollution ***by*** emitting smoke.

B: What can we do ***about*** this environmental pollution?

A: We should be friendly ***with*** our environment.

B: Yes, we have to be careful ***to*** protect it. Thank you!

Now, let's read the following examples of prepositions to learn about various uses of prepositions in our daily conversations.

Prepositions of place

1. **in, at, and on** are the most common ***propositions of place***.
   Words we use to say where something or someone is or where an action takes place :

   I was **in** the kitchen when you phoned.

   I'll be **at** home from seven this evening.

   The keys are **on** the kitchen table.

2. Here are some more examples of ***prepositions of place***.

   I was ***outside*** the building.

   I could see people ***inside*** it.

Your keys are ***under*** the table.

There were clouds ***above*** us.

A man in a suit was sitting next to/beside me and a girl was sitting ***opposite*** me.

There is a tree ***in front of*** the house.

The drummer was ***behind*** other musicians.

Look at the following examples:

1. We use ***in*** with streets, cities, districts and countries:

She lives ***in*** Eskaton/ in Dhaka/ in Bangladesh.

We use ***in*** the with regions (the north, etc.):

They live ***in*** the south of Spain.

We use ***at*** with addresses:

I live ***at*** 20, New Eskaton.

2. We use ***in the*** with rooms:

My mom is **in** the kitchen now.

We use ***in a/an /the / my***, etc. with other enclosed places:

She gave me the Letter in an envelop.

My dresses are in the cupboard.

We use ***on*** the with surfaces:

There was dust ***on*** the floor.

The books are ***on*** the table.

We use ***on*** the second floor, etc. to talk about part of a building:

My flat is ***on*** the third floor.

3. We use **at home, at work, at school, at university** to talk about being in the place where we live, work, or study:

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I was **at work/at home** yesterday.

Sabit is **at school** and he will be taking his exams soon.

But we say ***in hospital, in prison*** to talk about a patient or a prisoner in those places:

Fatema is very ill and she is **in hospital**.

4. We use ***at the*** to describe being in or using a building:

Some friends met me ***at the*** airport.

You can buy this ***at the*** super market.

Exercise A

Now let's read the following story where an office worker describes her working place. Complete her description by putting in the correct prepositions.

Where I work

I work ____ Dhaka, which is a capital city of Bangladesh. It is ____ the south of Dhaka. The place where I work is ____ the centre of the city. To be exact, it is ____ 1/New Baily Road. My office is ____ the 5th floor of a big ancient building. When I am ____ work, I usually stay ____ my office doing my work____ my desk.

Exercise B

Now, let's read the following description of a party to complete the passage by putting in the correct prepositions from the box below:

in front, under, inside, behind, near, above, outside, opposite,

The house I live in

I live in the New Market area ____ Teachers' Training College. ____ of it there is a government degree college. I live in a flat. There is a lot open space____ the building. ____ the building, there is a prayer room. There is a shopping mall ____ our building. Near the flat there is a commercial bank and a medicine store. You can see a big tree just ____ our building and a tea stall ____ it. We can see the sky ____ our flat at night full of stars.

Now, we will learn different uses of prepositions. Read the following examples with your partner and try to find out the differences.

Prepositions of movement

1. Look at the sentences about ***movement***:

   He walked ***out of*** the house.
   He got ***into*** his car.
   He drove ***across*** the road.

   He drove ***under*** a bridge.
   He drove ***through*** a tunnel.
   He drove ***along*** the motorway.

   He drove ***up*** a hill.
   He drove ***down*** the hill
   He drove ***around*** the corner

   He drove ***onto*** a ferry
   He drove ***off*** the ferry
   He drove ***towards*** the city.

2. We use these phrases to talk about ***transport*** and ***travelling***:

   by car/train/plane/boat/bus/taxi

   I go to work by car.
   We went home by bus.

on foot
We went to the nearby market on foot.
in the /my, etc. car
We went to the station in our car.
on my, etc. bike
He goes to work ***on*** his bike.

on the train/plane/bus/boat
She travelled to Chittagong ***on*** the train.
in a taxi
She went there ***in a*** taxi.

Exercise C

Read the following passage silently. A school boy is describing his journey from home every morning. Complete his description by putting in the correct prepositions. You may need to use the same preposition more than once.

My Journey to School

I live in a village named Chowkibari_____Pabna district. It is _____ the river Isamoti. My school is about three kilometres_____ my home. I have to cross the river _____ boat and walk all the way _____school. Most of my friends also go to school on foot _____ me. Our school stands _____ the highway to Pabna. Our school building is two storied. I enter the school _____ the main gate. Our class is on the first floor. _____the holidays, we do not go _____school and we either play_____ the village field or swim _____ the river.

More examples of prepositions

in, with, by, without

1. Some example sentences with ***in, by, with and without.***
    - She goes to school ***in*** a uniform.
    - A man ***with*** a beard came into the room.
    - ***By*** studying hard, you can pass in the exams ***without*** failing.

We use ***in*** with clothes to describe what somebody is wearing:

- She went out ***in*** a saree.
- He went to the school ***in*** his new uniform.

We use ***with*** to talk about of a person's body or parts of an animal's body:

- She is a little ***girl*** with long hair and black eyes.
- A giraffe is an animal ***with*** a very long neck.

We use ***with*** to talk about part of an object or one thing that is included in something:

My father has got a suitcase ***with*** wheels.

The room is full of shelves ***with*** books in them.

We use ***with*** to talk about using something in order to do an action:

I cleaned my teeth ***with*** my new toothbrush.

I cleaned the floor ***with*** a piece of cloth.

1 We use ***by + ... ing*** to talk about how people do things, and actions that produce particular results:

You can change the temperature by turning this switch on.

2 We use ***without + ... ing*** to talk about not doing something. We often use without + ing to say that we are surprised that an action does not happen but we expect it to happen:

She left the house ***without*** closing the door. (= and she didn't close the door)

Exercise D

A teacher is giving instructions to a class about a trip to a museum the next day. Complete what the teacher says, using the correct prepositions.

1. Come _____ your own lunch boxes.

2. I want you to get into the bus _____ making lot of noise.

3. We are going to see things in the museum_____ a guide.

4. There will be a quiz_____ 20 questions on them.

5. You will answer the questions _____ finding the information in the museum.

6. _____ answering all the questions correctly, you may win a prize.

Exercise E

Complete the rewritten facts about someone's job. Use ***in, with, by***, or ***without*** as needed.

1. My brother has a very interesting job.
   My brother is a person_____

2. When he goes to work, he wears a uniform.
   He goes to work _____

3. He works for a company. It has about 50 employees.
   He works for a company _____

4. He has an office. It has a view of the city.
   He has an office _____

5. Sometimes he works all day and he doesn't stop for lunch.
   Sometimes he works all day _____

6. My brother's job has a good salary.
   My brother has a job _____

Prepositions of Time: a*t, in, on*

We use:

- at for *a precise time*
- in for *months, years, centuries and long periods*
- on for *days and dates*

at	**in**	**on**
(precise time)	(months, years, centuries and long periods)	(days and dates)
at 3 o'clock	in May	on Sunday
at 10.30 am	in summer	on Tuesdays
at noon	in the morning	on 6 March
at dinner time	in 1990	on 25 December, 2010
at bed time	in the evening	on Eid Day
at sunrise	in the next century	on Independence Day
at night	in the Ice Age	on my birthday
at the moment	in the past/future	on New Year's Eve

Look at these examples:

- I have a meeting **at** 9 am.
- The shop closes **at** midnight.
- Jane went home **at** lunch time.
- In England, it often snows **in** December.
- There would be a lot of progress **in** the next century.
- Do you work **on** Mondays?
- Her birthday is **on** 20 November.
- Where will you be **on** New Year's Day?

Notice the use of the preposition of time at in the following expressions:

Expression	**Example**
at night	The stars shine **at night.**
at the weekend	I don't usually work **at the weekend.**
at Christmas/Easter	I stay with my family **at Christmas.**
at the same time	We finished the test **at the same time.**
at present	He's not home **at present.**

Notice the use of the prepositions of time in **and** on **in the following expressions:**

in	**on**
in the morning	on Tuesday morning
in the mornings	on Saturday morning(s)
in the afternoon (s)	on Sunday afternoon(s)
in the evening (s)	on Monday evening(s)

When we say **last, next, every, this** we do not use **at, in, on.**

- Father went to London **last** June. (**not** in last June)
- He's coming back **next** Tuesday. (**not** on next Tuesday)
- We go to our village **every** Eid . (**not** at every Eid)
- We'll call you **this** evening. (**not** in this evening)

UNIT 2 Modals

Lesson 1: Introducing Modals

Read the story of Helen Keller below. Notice the underlined words. When you finish reading, discuss the questions that follow.

The story of Helen Keller, the girl who could not see, hear or speak

I'd like you to know the story of Helen Keller, who could neither see nor hear from the time she was a baby. Yet the brilliant girl was able to overcome all those difficulties, to graduate from a college with honours and become a useful citizen.

I must say there was nothing wrong with Helen Keller when she was born. Her father and mother were very proud of their pretty baby, who tried to say "pa-pa" and "ma-ma".

For nineteen months Helen grew bigger and stronger. She was able to walk when she was a year old; she could say a few words. But one day the child fell ill. She must have been very ill. For days she had been suffering from high fever and soon the parents learned that their darling would never be able to see and hear. When Helen was 6 years old, her parents took her to famous doctors to find out if they could do something to make her hear and see again, but the doctors could do nothing. The child was hopelessly deaf. Dr. Bell said that Kellers should write to the Perkins Institution for the blind in Boston and ask if they would send someone to help the child.

(adapted)

1. What meanings do the underlined words convey?
2. Can you understand what mood/emotion is expressed by each of these words?
3. Can you change the forms of these words?

Read the Dialogue below and notice the underlined words. A list of various functions is given in the box. In pairs discuss what function is expressed by each of the underlined words.

possibility	ability	permission	advice	strong obligation

Dialogue: A Visit to London

A: What do you think I ought to see in London first?
B: Well, historical places, I think. You should go to the Westminster Abbey, and if you can, go to the Houses of Parliament and the National Gallery.

A: And what about the British Museum? I was told one ought to see it.
B: I suppose you must go there. There you can find masterpieces of the world's best artists.

A: How can I get to the centre?

B: I think you can go by steamer down the Thames from Westminster to Tower Bridge. That's a very pleasant way to travel, and you can see the London Bridge and quite a number of buildings on the way.

[adapted]

You might have noticed that the underlined words such as *can, could, may, might, must, ought to, shall, should, will*, and *would*, do not change form for different subjects. These are special verbs which behave irregularly in English. They are different from normal verbs like 'work, play, visit' They give

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additional information about the ***function*** of the main verb that follows it. They have a great variety of **communicative functions.** They are known as **Modals** (also called **modal verbs, modal auxiliary verbs, modal auxiliaries**)

In the story and the dialogue above, the underlined words that you have come across are examples of modals. While discussing questions 1-4 above, what characteristics of modals have you talked about?

Read about the characteristics of modals and compare them with what you have discussed.

Some characteristics of modal verbs:

- They never change their form. You can't add 's', 'ed', 'ing'.
- They are always followed by an infinitive without 'to' (except in phrases like ought to).
- They are used to express certainty, possibility, willingness, obligation, necessity, ability.

Read the dialogues below. How many modals can you find? Do they have the characteristics discussed above?

Dialogues: Asking the Way

A: Excuse me. Can you tell me where Panthapath is, please?
B: Take the second turn on the left and then ask again.
A: Is it far?
B: No, you can walk it in ten minutes.
A: Thank you very much.
B: It's a pleasure.
A: Excuse me, please. Could you tell me how to get to the Novo Theatre?
B: Sure, go straight, take the first right turn and then the second left. You can't miss it.
A: Thank you.
B: That's OK.

So, what different modals are there in English? By now you should be able to make a list of the modal verbs. Here is one:

can, could, may, might, will, would, shall, should, must

Also you must have noticed some verbs of expressions such as **dare, ought to, had better,** and **need not** in the above story or dialogues. They often behave like modal auxiliaries and may be added to the list of modals.

Remember, modal verbs are used to express functions such as:

1. permission
2. ability
3. obligation
4. prohibition
5. lack of necessity
6. advice
7. possibility
8. probability

Exercise:

Underline modals in the dialogues below. Tell your partner what function or emotion is expressed by each modal.

Dialogue 1: At Lunch

A: Would you like one more *parata*?
B: No, thanks. I'm on a diet.

A: Please, do. You've hardly eaten anything.
B: It's delicious, but I don't think I ought to.

Dialogue 2: In a Restaurant

Waiter: Can I take your order, sir?
Mr. X: Rice and vegetables for me, please.

Waiter: May I take your order, sir?
Mr. N: Yes, I'd like to try the *kebab*, please.

Dialogue 3

A: I mustn't forget to phone Jafar.
B: Why?
A: It's his birthday tomorrow.

Dialogue 4

A: You look tired. What's the matter?
B: It's been a very busy week.
A: You should have a good rest during the weekend.

Dialogue 5

A: Can you play tennis?
B: Yes, I can, a little. Can you?
A: No, I'm afraid, I can't, but I can play badminton quite well.

Lesson 2: Uses of Modals

Uses of *can* and *could*

Work in pairs. Tell your partner what you can do now using the computers and the Internet. Also talk about what you were not able to do when computers and the Internet were not a part of your life.

Notice how you have used can/can't and could/couldn't in your talk. What differences do you notice between can and could?

Read the review of a new model of mobile phone. Make a list of the things you can do with this phone.

This is a good looking phone with a removable plastic back panel. This phone comes in three colours. If white isn't your colour, you can get the S5 model in black or green, depending on your choice. It has a big 5.1 inch screen and a 13 megapixel camera. This camera produces good quality pictures. One important feature of this stylish phone is the finger print sensor. The users are able to make online payments using this set. The phone is also water resistant.

(adapted)

Read the dialogues below and discuss the questions that follow.

Dialogue 1

A: Hello, friend. I need some help with my typing.

B: What type of help do you need?

A: I have to type a text in Bangla but I don't know how to type in Bangla.

B: No problem, I can help you with that. It's easy to type in Bangla. I can type 50 words per minute now.

A: That's great. How long have you been practising it? In fact I could not type in Bangla even two years ago. But I practised hard and now I can type quickly and easily.

Dialogue 2

A: Hello, friend, Can you help me?

B: Sure. What can I do for you?

A: My phone is out of balance and I need to call my home now. Could I use your mobile phone?

B: Certainly, here is my phone.

Have you noticed the various ideas/modes expressed by *can/could*? Discuss the following questions:

a. How do the speakers in Dialogue 1 talk about their past and present abilities/inabilities?

b. How do the people in Dialogue 2 talk to give or ask for permission?

Now, read the following section to know more about the uses of can/could.

The modal auxiliary can is used

- to express **ability** (in the sense of being able to do something or knowing how to do something): He can speak Spanish but he can't write it very well.
- to express **permission** (in the sense of being allowed or permitted to do something): Can I talk to my friends in the library waiting room?

- to express **possibility**: (in the sense that something may happen) Bangladeshi cricketers can do better if they play more international matches.

The modal auxiliary *could* is used

- to express an **ability** in the past:

I could run five miles when I was young.

- to ask for **permission**:

Could I borrow your laptop for an hour?

- to express present **possibility**:

We could spend the afternoon just sitting around and talking.

- to express **possibility** or ability within a given condition:

If he studied harder, he could pass the exam.

Exercise 1

Complete the sentences below with can/could. Also discuss the meaning expressed by can/could in each sentences. You need to use the negatives (can't/couldn't) where necessary.

1. She doesn't want to go to the swimming pool because she ..... swim.
2. We are going to the cinema tonight. You ..... come with us if you want to.
3. Excuse me Sir, ... please tell me where the railway station is?
4. I am sure she ..... play the guitar better when she was younger.
5. It is hot in here, ...you open the window, please ?
6. He worked so hard ! He ..... pass his exam if he had not missed his train and got there late.
7. Oh Mom! You have made a cake! I ..... smell it when I entered the kitchen.

Uses of *may* and *might*

Read the sentences below and notice the uses of *may/might*. Discuss in pairs the functions of *may and might* in each sentence.

1. Take your umbrella as it may rain today.
2. He is still at work! He may come home late, I'm afraid.
3. Jamil couldn't repair his fridge, he might have asked his neighbour.
4. They talked too loudly. They might have woken the baby!
5. Look at those clouds! It may rain in a minute.

Now, read the section below to check when and where we use *may/might*.

Might is the past tense of *may* when used in the context of granting or seeking permission. Also note that *might* is considerably more uncertain than *may*.

Example:

- May I leave class early?
- If I finish all my work, I might leave early.

Exercise 2

Fill in the blanks with *can/could/may/might* as needed.

1. They (can/might) ..... be away for the weekend but I'm not sure.
2. You (may/might) ..... leave now if you like.
3. (Could/May) ..... you open the window a bit, please?
4. He (can/could) ..... be a foreigner. He speaks differently.
5. (May/Can) ..... you play the piano?
6. They (can't/may not) ..... still be out! There is light in their room.
7. Let's hope, tomorrow (can/could) ..... be a sunny day. It has been raining for few days.
8. You (can/might) ..... be right but I'm going back to check anyway.

Uses of *should, must* and *have to*

Ann is asking Tom for advice on going to Russia. It is her first time to travel abroad. Now read the dialogue between Anne and Tom and notice the uses of should/must/have to.

Tom: Hey Ann, you look worried. What's up?

Ann: Well I 'm a little worried about going abroad for the first time. It's Moscow and I'm a bit unsure of things. You've been there, haven't you? Can you tell me what I need, or give me some advice or something?

Tom: Yeah, I have been there a few times. Well, you must have a passport, but I guess you have it.

Ann: Yes, I have one. What else do I need?

Tom: You have to get a visa from the Russian embassy.

Ann: Well that's fine. Is there anything else I need to know?

Tom: Well, it's winter and Moscow can become very cold, so you should take some warm clothes with you.

Ann: OK, thanks. You've given me a lot of information.

[adapted]

It's 8.15 am and the school starts at 8.00 am. Tohin's mother is talking to him. Notice how she uses should/must/have to.

1. You must be at school by this time.
2. You stay away from school, it's bad for your education. It's also against the rules.
3. You don't have to take a bus, I'll drive you to school.
4. You should go to bed earlier at night. You'd feel more relaxed in the morning.

Read the following situations and fill in the gaps with *should/must/have to*.

Ratan looks very pale and tired.

1. He ..... rest a little before supper. It would do him good.
2. He ..... study so hard, he knows his lessons very well.
3. He ..... try to be less scared of tests. He wouldn't suffer so much.
4. He ..... be very worried about tomorrow's Maths exam.

Rosy said she would invite me to her party but she didn't.

1. She ..... make false promises.
2. You ..... get offended, she may have forgotten to ring you up.
3. You ..... think there's something wrong with you. It was Rosy's mistake.
4. If you don't go to her party, you ..... buy her a present.

Look, there's going to be heavy rain soon.

1. We ..... hurry home. I think it would be better and safer.
2. We ..... stand under a tree. It's not safe.
3. Look, there's a man selling umbrellas. We ..... buy one.

Discuss in pairs when and where you may use *must/should/have to*. Then read the section below to check your understanding.

Must is the most commonly used modal to express certainty. It can also be used to express necessity or strong recommendation, although people often use the form *'have to'*.

One may use *must not* to prohibit actions, but this sounds very strong or rude. It is better to use softer modal verbs such as *should not* or *ought not* to discourage something rather than prohibit.

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Examples:

- This **must** be the right address! (certainty)
- Students **must** pass an admission to study at this school. (necessity)
- You **must** take some medicine for that cough. (strong recommendation)
- Jenny, you **must** not play in the street! (prohibition)

Must not* vs. *Do not have to

Must not suggests that you are prohibited from doing something. *Do not have to* suggest that someone is not required to do something.

Examples:

- You **must not** eat that. (It is forbidden, it is not allowed.)
- You **don't have to** eat that. (You can if you want to, but it is not necessary)

Should is most commonly used to make recommendations or give advice. It can also be used to express obligation as well as expectation.

Examples:

- When you go to Agra, you **should** see the Taj. (recommendation)
- You **should** focus more on study and less on games. (advice)
- I really **should** be in the class by 9.00 am. (obligation)
- By now, they **should** already be in Dhaka. (expectation)

Have to is used to express *certainty, necessity*, and *obligation*.

Examples:

- This answer **has to** be correct. (certainty)
- The milk **has to** be stirred continuously to prevent burning. (necessity)
- They **have to** leave early. (obligation)

Ought to is used to advise or make recommendations. *Ought to* also expresses assumption or expectation as well as strong probability, often with the idea that something is desirable. *Ought not* (without 'to') is used to advise against doing something.

Examples:

- You **ought to** stop smoking. (recommendation)
- Robi **ought to** get the promotion. (It is expected because he deserves it.)
- This piece of land **ought to** increase in value. (probability)
- You **ought not** waste your time. (advice against doing something)

Exercise 3

Complete the sentences using the italicized words below. Positive and negative forms can be used. Some gaps may have more than one answer.

must ***have to*** ***might*** ***ought to*** ***should***

1. Ruma said you didn't need to buy her anything for her birthday, but I really think you..... at least get her some flowers.
2. Deeba said she was really busy this week, but I think she..... show up at the party.
3. You .....be joking! That can't be true.
4. For most people, learning a language is not so easy. You ..... practise the language regularly.
5. I would love to go on the cruise on the Buriganga with some of my classmates. But such a luxurious trip ..... be expensive.
6. We ..... to get permission from the Headmaster if we want to organize a picnic.

Uses of shall, *will* and *would*

Make five promises expressing your strong willingness or determination to do something.

Example: I shall never be late at school.

Promises to keep

1. .....
2. .....
3. .....
4. .....
5. .....

Now, read the following sections to know about the use of will/would.

In certain contexts, *will* and *would* are interchangeable, but there are differences. Notice that the contracted form *'ll* is very frequently used for *will*.

Will can be used to express willingness:

- I'll wash the dishes if you dry them up.
- We're going to the movies. Will you join us?

It can also express intention (especially in the first person):

I'll do my exercises later on.

It can also express prediction:

- specific: The meeting will be over soon.
- timeless: Too much rain will destroy crops.
- habitual: He will eat bananas in the morning.

Would can also be used to express willingness:

- Would you please take off your coat?

Look at the table and see the meaning, function and uses of modals

Modals	Meaning	Expressing	Example
must	to have to	strong obligation	I *must* stop when the traffic lights turn red.
	to be very probable	logical conclusion (deduction)	He *must* be very tired after such enormous work.
must not	not to be allowed to	prohibition	You *must* not smoke in the hospital.
can	to be able to	ability	I can swim.
	to be allowed to	permission	*Can* I use your phone please?
	it is possible	possibility	Smoking *can* cause cancer!
could	to be able to	ability in the past	When I was younger, I *could* stay up all night and not get tired.
	to be allowed to	more polite permission	Excuse me, *could* I just say something?
	it is possible	possibility	It *could* rain tomorrow!
may	to be allowed to	permission	May I *use* your phone, please?
	it is possible, probable	possibility, probability	It *may* rain tomorrow!
might	it is possible,	weak possibility,	I *might* come and visit.

	probable	probability	you in America next year if I can save enough money.
need	necessary	necessity	*Need* I say more?
need not	not necessary	lack of necessity/ absence of obligation	I *need* not buy any tomatoes. There are plenty in the fridge.
should/ ought to	*used to say or ask* what the correct or best thing to do	moderate obligation	I *should / ought* to see a doctor. I have a terrible headache.
	to suggest an action or to show that it is necessary	advice	You should / ought to revise your lessons.

Exercise 4

Complete the following sentences using the words listed in the box below. Don't forget to capitalise when necessary. Some gaps may have more than one correct answer.

can	***could***	***have to***	***must***	***might***	***should***

1. Akram's flight from Rome took more than 11 hours. He ..... be exhausted after such a long flight. He ..... prefer to stay at home tonight and get some rest.

2. When you have a small child in the house, you .....leave small objects lying around. Such objects ..... hurt the child.

3. Amjad: .....you hold your breath for more than a minute?
   Nasim: No, I can't.
4. Joyeta's engagement ring is enormous! It ..... have cost a fortune.
5. Please water my plants while I am away. If they don't get enough water, they.....die.
6. I ..... speak Arabic fluently when I was a child and we lived in Saudi Arabia.
7. You .....take your umbrella along with you today. The weather forecast said there .....rain later of this afternoon.
8. Oh no! Faisal's wallet is lying on the dining table. He ..... have left it here last night.
9. I was reading the book last night before I went to bed. I never took it out of this room. It .....be lying around here somewhere. Where ..... it be?

UNIT 3 Articles, Linking words and Possessives

Lesson 1: Articles

What are articles? You must have read about articles in your previous classes. Do you remember their uses? Let's read the story below and notice the articles in *italics*.

An Ideal Farm

It is less than ***an*** hour away from Dhaka. It's on ***the*** way to Chandra from EPZ at Savar. It is ***a*** place that stands in sharp contrast to our dusty, noisy and crowded capital. ***The*** eye soothing greenery of ***the*** farmhouse 'Kalpana' on 30-acres of land is ***a*** place of absolute calm. Here butterflies fly among ***the*** flowers while grasshoppers hover over grass and rice fields. White clouds float above ***the*** head and birds glide gracefully in ***the*** sky increasing ***the*** quietness of ***the*** farmhouse. But there is more to this farm than just being ***an*** oasis of quietness. ***The*** farm uses ***a*** new technique that excludes ***the*** use of any kind of chemicals.

Now, talk about the bold words in the text with a partner. In pairs discuss the following questions:

a) What is an article?

b) What different types of articles are there in English?

c) What roles do articles play in a sentence?

Now, read the above text again and discuss in pairs the purpose and use of articles printed in bold. Then compare your answer with the following text.

An **article** is a word that is used before a noun to show whether the noun refers to something specific or not. **A, an** and **the** are articles.

Look at some more examples of articles:

Examples:

I need **a** chair.

In the sentence above we find the article 'a'. It shows us that the speaker does not need a *specific* chair. He can have **any** chair.

Can I have an apple, please?

In the sentence above we find the article 'an'. It shows us that the speaker does not want any *specific* apple. He can have **any** apple.

I want **the** apple on the books.

In the sentence above we find the article 'the'. It shows us that the speaker wants a **specific** apple.

You know that in English, there are two kinds of articles. Now, let's have a clear idea about them

The **Definite** Article

For example: <u>The</u> box is small.

The **definite article** tells us that *the noun is specific.* By using a definite article, the speaker talks about a particular (or known) thing. The definite article in English is **'the.'**

Examples:

The car my father bought broke down.

He has a son and a daughter. **The** daughter is a doctor.

The actors were really good.
I remember **the** day I first met you.

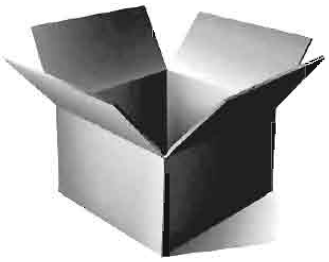
The can be used before both singular and plural nouns.

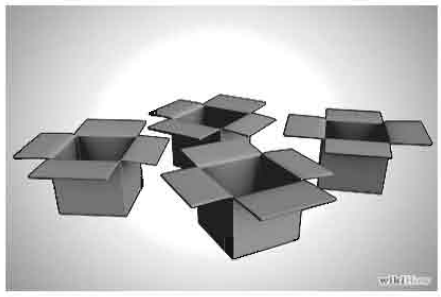
Examples:

The pen she gave me was very beautiful.
The flowers on the table are nice.

The **Indefinite** Article
For example:

I need a box





The **indefinite article** tells us that the noun is *not* specific. The speaker talks about *any one* of that type of thing.

The indefinite articles in English are **'a'** and **'an.'**

Examples:

I need **a** pen.
(The speaker doesn't tell us which pen s/he needs. S/he simply needs a pen, any pen.)

Liza wants to see **a** movie.

(The speaker doesn't tell us which movie Liza wants to see. She wants to see any movie.)

Mr. Alam has **a** car.
(The speaker doesn't tell us which car Mr. Alam has. He has a car, unspecific – no details are given.)

She is **a** dancer.
(She dances professionally.)

Now, let's find out the different uses of ***a*** and ***an.*** 'a' and 'an' have the same meaning.
We use "a" before a consonant sound but 'an' before a vowel sound.

Now compare:

a dog	an apple
a building	an umbrella
a country	an eye
a professor	an hour
a teacher	an orange

We use 'a' and 'an' only before a singular noun. We cannot use 'a' and 'an' before a plural noun.

Examples:

Correct: a car. [correct]

Incorrect: a cars. [incorrect]

Correct: an orange. [correct]
Incorrect: a oranges [incorrect]

More examples of articles

1. Examples of sentences with ***a/an*** and ***the***:

They live in a big house.

They live in the big house on the corner.

2. We can use ***a/an*** with a singular noun:

I bought a book.

3. We can use ***the*** with singualr and plural nouns:

I put the ticket in my pocket.

I paid for the tickets in cash.

4. We often use an adjective after a/an or ***the*** before a noun:

I bought a cheap ticket.

The cheap tickets are sold out.

Other uses of articles:

1. We use ***a/an*** to talk about something for the first time.

e.g. I saw Avik yesterday. He was wearing a T-shirt.

2. We use ***the*** with a singular noun to talk about something we have already mentioned. Here, the speaker gives more information about something.

e.g. Avik was wearing a new T- shirt. The T-shirt had red stripes.

3. We use ***a/an*** to talk about one thing or person when there are many and we are not specifying which one. We are not interested in which one or we don't know which one.

e.g. I bought this dress in a shop last week.(the dress is important, not the shop)

4. We use ***the*** when we are specifying which thing or person we are talking about.

e.g. I bought this dress from the shop next to the library. (Which shop?The shop next to the library.)

5. We use ***the*** if it is clear what we are talking about and there are no other possibilities:

e.g. The players are coming onto the field.(= the players of this match and the court for this match)

We use ***a/an*** for a type of job:

My brother is a doctor. (not....is doctor.)

We use ***the*** for a specific job or job title that only one person has:

His father is the Managing Director of this company.

Exercise*:*

Now, let's complete this description of a birthday by putting ***a*** or ***the*** into the gaps. The first one is done for you.

Birthday Presents

Last week it was my brother, Toufique's 20th birthday. In the morning the postman brought himsome cards and in the evening we took him for _____ meal in _____ restaurant. When he got up in the morning, mother gave him_____ very big parcel. We all wondered what was in _____ parcel and when my brother opened it, we saw that it was _____ new laptop. My brother said that it was _____ surprise and that he was very pleased with it. I bought him_____ purse and my sister gave him_____ book about art. When he opened _____books, I could see that there was _____ smile on his face.

Exercise: Complete this text by putting *a, an* or *the* in the gaps

My Home Life

I live in _____ big city in _____ centre of Bangladesh. _____ city is called Dhaka and I live in _____ area that is quite close to _____ park. I live in_____ old house in _____ quiet street. I am _____ student at _____ renowned university, which is called Dhaka University. _____ university is _____ modern one and it's _____ good university. My father works in_____ office. He is _____ Sales Director of _____ company that makes sports equipment. My mother is _____ doctor and she works at the new hospital that has just been built outside _____ city. I also have _____ brother. He is _____ doctor and he works at _____ same hospital.

Some examples with ***a/an, the*** and no article:

That's ***a*** nice song.

I like ***the*** music in that film.

I like listening to music.(music in general, so no article)

We can only use ***a/an*** with a countable noun. A countable noun can have a plural form and may describe something that exists in separate, individual forms:

She has a very beautiful doll.('doll' is a countable noun.)

She has a few dolls. ('dolls' is the plural form of 'doll')

We cannot use ***a/an*** with an uncountable noun. An uncountable noun has no plural form and describes something that does not exist in individual examples that can be 'counted' e.g. music, education, poitics, food, water, weather, work, meat, rice, bread.

I listened to a music (wrong)

(It is not possible to talk about different 'musics.')

We can use ***the*** with singular and plural countable nouns:

The teacher arrived and spoke to the students.

We can use ***the*** with uncountabe nouns:

The food was good and I really liked the curry.

More uses of articles

We use ***the*** with plural nouns to talk about specific things or people:

I like ***the*** vegetables in this dish.(these particular vegetables)

I like ***the*** students. (students of my class)

We do not use an article before a plural noun when we are talking about both things or people in general:

Young children often don't like vegetables. (young children in general and vegetables in general)

We use ***the*** with an uncountable noun to talk about a particular type or example of something:

I put the books into my bag. (particular books)

We do not use an article with an uncountable noun when we are talking about something in general:

Books play an important role in our life. (books in general and life in general)

We do not use ***the*** with:

- the names of most countries (except *the USA* and *the UK*):

  She comes from India and she lives in the US.

  Note: For names of countries having various parts, we use 'the'. e.g. the USA, the UK.

- the names of continents or languages:

  She comes from Australia (not *from the Australia*)

  Do you speak Bangla? (not *the Bangla*)

- types of music, but we can use ***the*** with musical instruments:

  He likes classical music. (not *the classical music*)

  He playstheguitar in a band.

- meals, subjects for study, sports and games:

  What did you have for brekfast? (not *the breakfast*)

  She is very good at maths (not the maths)

  I dont know how to play chess. (not *the chess*)

Lesson 2: Linking Words

What are 'connectors'? You must have read about connectors in your previous classes. Do you remember their uses? Now, let's read the passage below and try to underline the connectors.

Social Networking

Social networking sites are a part of everyday life and they have brought revolutionary changes in communication between people. These sites provide different resources ***such as*** email and instant messages. Availability of these resources make communication easier and faster. When we look at the impacts of social networking sites, we find that they have both positive and negative effects. ***Because of*** this fact, it is necessary to analyse both advantages and disadvantages of social networking sites.

Undoubtedly, social networking sites are helpful to young generations. With the help of these sites, people can communicate and express themselves by exchanging messages and comments. Social Networking sites help connect people, friends and relatives. These sites can be accessed from any part of the world. ***Therefore***, a person can communicate with another person from any place. ***However***, we can see clearly that social networking sites are useful only if they are used wisely. ***So*** we should use social networking sites positively.

Now, talk about the italic/highlighted words with a partner. In pairs discuss the following questions:

a) What is a connector?

b) What different types of connectors are there in English?

c) What roles do connectors play in a sentence?

Let's try to describe Connectors.

Connectors are used to express relationships between ideas and to combine sentences.

There are various **types of connectors**. Let's try to look at them more closely. We can divide them into:

Coordinating Conjunctions:

They connect words, phrases and clauses. They are usually found in the middle of a sentence.

Examples:

He went to school **and** attended the classes.

He is a meritorious boy **but** his brother is dull.

List of coordinating conjunctions:

for and nor but or yet so As well as otherwise

Correlative Conjunctions

They connect equal sentence elements together (like two nouns) and are always composed of two words.

List of correlative conjunctions:

both...and
not only...but also
not...but
either...or
neither...nor
whether...or
as...as

Examples:

She is not only a good student but also a social worker.

The book is neither interesting nor practical.

Subordinating Conjunctions

They connect a dependent clause and an independent clause and establish a relationship between them. They are used at the beginning of a sentence (with a comma in the middle separating the clauses) or in the middle of a sentence with no comma.

List of subordinating conjunctions

after	if	though	although
if only	till	as	in order that
unless	as if	now that	until
as long as	once	when	as though
rather than	whenever	because	since
where	before	so that	whereas
even if	than	wherever	even though
that	while		

Examples:

If it rains, they will not play.

Wait here until she comes back.

List of linking adverbs and transition words:

They connect two independent clauses or sentences. They provide transition between ideas.

accordingly	however	nonetheless	also
indeed	otherwise	besides	instead
similarly	consequently	likewise	still
conversely	meanwhile	subsequently	finally
moreover	then	furthermore	nevertheless
therefore	hence	next	thus

Exercise 1

Now, read the following passage and discuss with your partner the uses of connectors.

Hasan's Picture

Hasan wasn't a very bright boy. Usually/Generally, he never stood second from the bottom in any test. However/Nevertheless, that morning in the art lesson, he had drawn a beautiful picture of a scarecrow in a field of maze. To his amazement/To his surprise, the drawing was the only one given full marks - ten out of ten - which made him for the first time in his life the best in the class! He had proudly pinned the picture up on the wall behind his desk, where it could be admired by all although/even though, it could not be seen from all corners of the class. Those who saw the picture liked it. As a matter of fact/Besides, it had been chosen to be printed in the School Magazine by the class teacher. Nevertheless/Besides, his talent in painting spread among the students and teachers.

Exercise 2

Let's read the English folktale given below and fill in the blank spaces with suitable connectors.

There were once three tortoises - a father, a mother ____ a baby. ____ one fine morning during Spring, they decided _____ they would like to go for a picnic. They chose the place ____ they would like to go; a nice wood at some distance, ____they began to put their things together. They got tins of cheese, vegetables, meat and fruits. In about three months, they were ready. They set out carrying their baskets. _____ eighteen months, they sat down for a rest. They knew _____ they were already half way to the picnic place. In three years they reached there. They unpacked _____ spread out the canned food.

Lesson 3: Introduction to Possessives

What are the various important days you celebrate at different times of the year?

Look at the greeting cards below and make a list of the days we observe throughout the year.

What have you noticed about the naming of these important days?

The days are named after a certain subject such as father, mother, teacher, etc. There is an apostrophe or an apostrophe and an 's' in naming these days. These possessives are formed by adding an apostrophe and an 's'. The words *father, mother, teacher* are nouns. We can transform these **nouns** into their possessive forms.

Here are some more examples of possessive nouns:

- brother's property
- Rahim's car
- uncle's diary
- a hard day's work

Write the correct form of the possessives for the nouns given in the brackets. Example:

I met _____ sister yesterday. (Moin)
Answer: I met Moin's sister yesterday.

1. This is ---------- book. (Pavel)
2. The ---------- room is upstairs. (children)
3. ---------- sister is twelve years old. (Zafar)
4. ---------- shoes are on the second floor. (men)
5. My ---------- car was not expensive. (father)
6. This is the --------- bike. (boy)

In pairs discuss these questions:

1. What rules do you follow while writing the possessive forms of the nouns?
2. Where do you put the apostrophe, before or after the 's'?
3. Do you always need an 's' after the apostrophe for forming possessives?
4. How do you make possessives of plural nouns?

Now, read the following section to know more about how to make possessives of plural nouns.

Possessives of Plurals

Most **plural nouns** already end in 's'. To create their possessive, simply add an apostrophe after the 's'. Examples:

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- *The lions' usual source of water has dried up.*
- The beggar's ambition increases with income.
- Babies' clothes are sold at the other corner.

We need to add an apostrophe followed by an 's' to create the possessive form of the nouns that have irregular plural forms. Examples:

- She plans on opening a women's clothing shop.
- Children's parks are best places for a family picnic.
- The geese's food is eaten by some other birds.

Possessives & Compound Constructions

In pairs discuss the following questions:

How do you form the possessives of compound constructions such as *daughter-in-law* and *friend of mine*?

Usually, the apostrophe -s is simply added to the end of the compound structure, e.g. *my daughter-in-law's car, a friend of mine's car,* etc.

If this sounds clumsy, one may use 'of' to avoid the apostrophe: *the car of a friend of mine,* etc.

Exercise 1

Make the possessive form of the nouns given in brackets.

Example: My **brother's** house is in Chittagong. (brother)

1. My ---------- shirt is purple. (friend)
2. The --------- books are on the desk. (girls)
3. It's ---------- birthday on Monday. (Jahid)
4. Do you have ---------- newspaper? (today)
5. The ---------- bags are in the bedroom. (children)
6. My ---------- office is next to mine. (boss)
7. Your uncle is your -------- brother. (father)
8. Your aunt is your ---------- sister. (mother)

Lesson 4: Some more possessives

You have reviewed the possessive nouns in the previous lesson. There are some other kinds of possessives too. What other possessives do you know about?

In pairs talk about what you know about the following types of possessives:

A. possessive adjectives

B. possessive pronouns

Possessive Adjectives

Look at the possessives below. Write them in the correct cell in the table according to their subjects and objects.

its your my their our her his

Subject	Object

Read the following sentences and discuss the functions of possessive adjectives.

That's *our* house. *My* car is very old.

Her mother is a doctor.
How old is *your* sister?

He's broken *his* arm.
She's washing *her* hair.
I need to clean *my* teeth.

As you have seen in sentences above, possessive adjectives - *my, your, his, her, its, our, your, their* - modify the nouns following them in order to show possession.

We use possessive adjectives to show **something belongs** to somebody, for **relations** and **friends** and for **parts of the body.**

Possessive adjectives are often confused with possessive pronouns. (However, possessive adjectives are different from possessive pronouns**.)**

Look at the examples below and discuss in pairs how possessive adjectives are different from possessive pronouns**.**

This is your (possessive adjective) book and this is mine (possessive pronoun).

Its color is beautiful (possessive adjectives).

Their car is in their garage (possessive adjectives).

Caution: Many students use *its* and *it's* confusingly. *it's*, *they're* and *there are* not possessive adjectives — *its* is a contraction of *it is* or *it has*; *they're* is a contraction of *they are*; but *there* is an adverb of place.

Examples:

It's not my book = It is not my book.

My house is big. It's got five bedrooms = It has got five bedrooms.

Nancy and Alam are from Jhalkathi. They're my friends = They are my friends.

Please, put the chair there. (adverb)

Possessive Pronouns

yours	mine	theirs	ours	hers	his	its

Look at the possessives below. Write them in the correct cell in the table.

subject	object	possessive adjectives	possessive pronouns
I	me	my	
You	you	your	
He	him	his	
She	her	her	
It	it	its	
We	us	our	
They	them	their	

When do we use a possessive pronoun? We use a possessive pronoun instead of a noun phrase. Look at the examples below:

Question	Answer
Is that Jalal's car?	No, it's mine. (not ~~my car~~)
Whose coat is this?	It is his. (not ~~his coat~~)

We also use possessive pronouns after **of**. We can say:

Khoka is **one of my friends** = Khoka is a friend **of mine.**

But we cannot say *Khoka is a friend of **me**.*

The words ***mine, yours, his, hers, its , ours, theirs*** are possessive pronouns. They show who or what something belongs to.

We use possessive pronouns depending on:

- number: singular (eg: **mine**) or plural (eg: **ours**)
- person: 1st person (eg: **mine**), 2nd person (eg: **yours**) or 3rd person (eg: **his**)
- gender: male (**his**), female (**hers**)

Possessive pronouns generally do not use an apostrophe to indicate possession. This rule also applies to the possessive form of it, which is its.

Examples:

Do you see that woman over there? Her daughter is very clever.
He was late for work because his car did not start this morning.
Is that your house? No, ours is the one next to the shop.
Virtue is its own reward.

Exercise 1

Replace the personal pronouns by possessive adjectives.

1. Where are (you) _____ friends now?
2. Here is a letter from (I) _____ friend.
3. She lives in the village now with (she) _____ family.
4. (He) _____ wife works in Tongi.
5. (He) _____ company develops websites.

Exercise 2

Use the correct possessive adjectives.

1. Is this _____ (you) house?
2. Mohs in is showing _____ (he) cat to _____ (he) friends.
3. My sister lost _____ (she) way in the city.
4. The lion is chasing _____ (it) prey.
5. The dentist asked _____ (he) patient to open _____ (she) mouth.
6. I gave _____ (I) sandwich to Zohir.

Exercise 3

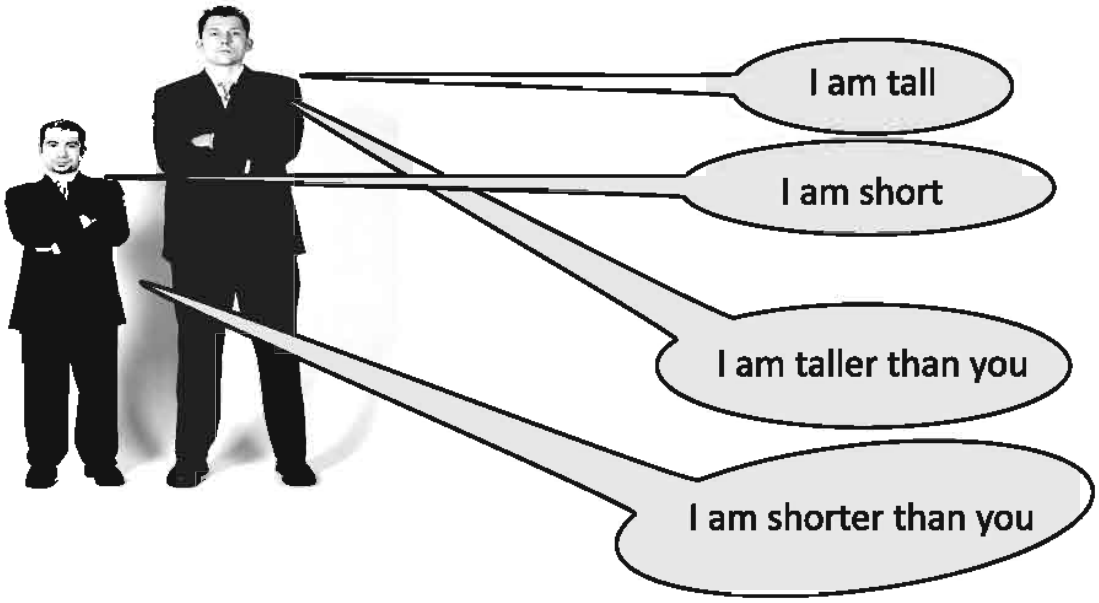
Complete the text with possessives.

I've got a sister. _____ name is Hazera. She is fifteen and likes music. I like music too. _____ favourite band is Renaissance. I've also got two brothers. _____ names are Billal and Tomal. Billal likes football. _____ favourite team is Abahani. Tomal doesn't like sports. _____ prefers computer games. _____ ´ve a grandma. She's sixty five and _____ name is Jahanara.

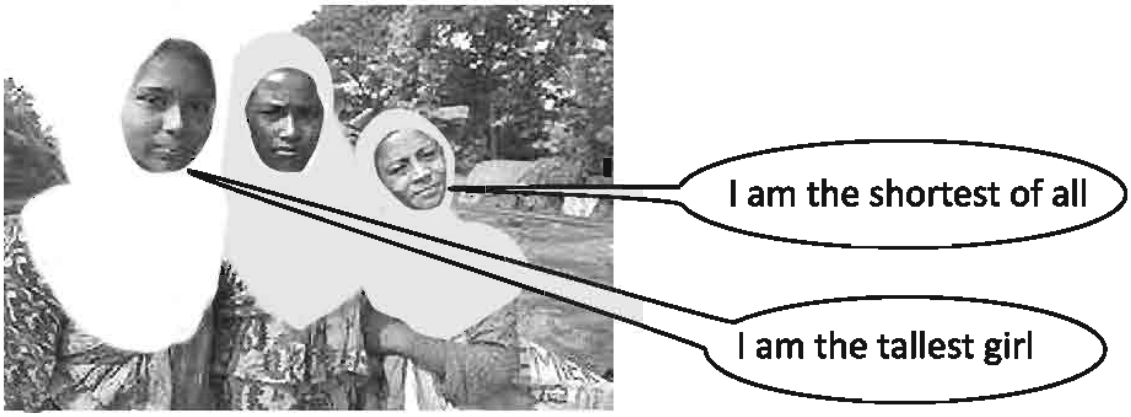
UNIT 4 Degrees of Adjectives

Lesson 1: Introducing Degrees

Look at the picture and read the dialogue:



The words 'short' and 'tall' qualify the two persons. These two qualifying words tell us one of the men is tall and the other is short. On the other hand, the other forms of the words, 'taller' and 'shorter' compare their height. The words 'short', 'tall' are called adjectives. Different forms of these adjectives are used to compare two or more things or to compare their qualities. Look at the following picture and sentences to see comparison between more than two things or their qualities.



Now, underline the different forms of the qualifying words used in the bubbles above. Then discuss the following questions with your classmates:

1. What are the different forms of the words 'short' and 'tall'?
2. What forms of the words have been used to compare two persons?
3. What forms of the words have been used to compare three or more persons or things?

Remember that, the base form of the words 'short' and 'tall' is called **positive degree** or **positive degree of adjectives**. When they are used to compare between two, the base words become 'shorter' and 'taller' respectively. This form of adjectives is called **comparative degree**. If we compare among three or more, the base forms change to 'shortest' and 'tallest' respectively and this form of the adjectives is **superlative degree**.

Formation of Comparatives and Superlatives

i) Adjectives of one syllable take 'er' to form comparatives and 'est'/'st' to form their superlative degrees.

Now, work in pairs and try to make the comparative and superlative forms of the following adjectives:

big, small, fast, slow, wise

Read the following list individually first and then discuss the adjectives and their comparative and superlative forms with your partners:

Positive	**Comparative**	**Superlative**
tall	taller	tallest
short	shorter	shortest
small	smaller	smallest
fast	faster	fastest
slow	slower	slowest

Positive	Comparative	Superlative
black	blacker	blackest
bright	brighter	brightest
cheap	cheaper	cheapest
close	closer	closest
cold	colder	coldest
cool	cooler	coolest
deep	deeper	deepest
few	fewer	fewest
fine	finer	finest
great	greater	greatest
high	higher	highest
large	larger	largest
long	longer	longest
low	lower	lowest
new	newer	newest
noble	nobler	noblest
poor	poorer	poorest
quick	quicker	quickest
rich	richer	richest
safe	safer	safest
short	shorter	shortest
simple	simpler	simplest

Positive	Comparative	Superlative
soft	softer	softest
strong	stronger	strongest
sweet	sweeter	sweetest
thick	thicker	thickest
weak	weaker	weakest
young	younger	youngest

Now, practise the following conversation with your partner. Change your role while practising. After the first round of practice, use your own names and your own qualities:

Alim : Sarwar, you are short.

Sarwar : Probably I am not shorter than you.

Alim : Sorry Sarwar, I am taller than you.

Sarwar : But you are not the tallest student in the class.

Alim : I agree, Riad is the tallest boy in our class. Who is the shortest student in our class?

Sarwar : I am sure, it is not me. Probably Raihana is the shortest student in our class.

Alim : Sorwar, we should not label one as *tall, taller, tallest* or, *short, shorter, shortest* without measuring their heights.

Sarwar : You are quite right, Alim.

ii) If a one syllable adjective ends in a vowel followed by a consonant, the consonant becomes double when any suffix (er, est) is added. If there are two vowels before the last consonant of the adjective, the last consonant will not be doubled (*sweet, sweeter, sweetest)*. Read the adjectives from the following table and notice their comparative and superlative forms:

Positive	Comparative	Superlative
big	bigger	biggest
fat	fatter	fattest
fit	fitter	fittest
glad	gladder	gladdest
hot	hotter	hottest
red	redder	reddest
sad	sadder	saddest
thin	thinner	thinnest

Lesson 2: More about degree

Read the following positive, comparative and superlative forms of adjectives. Discuss with your partner how they are different from the previous ones.

Positive	Comparative	Superlative
busy	busier	busiest
dirty	dirtier	dirtiest
dry	drier	driest
easy	easier	easiest
happy	happier	happiest
healthy	healthier	healthiest
heavy	heavier	heaviest
hungry	hungrier	hungriest
lovely	lovelier	loveliest
ugly	uglier	ugliest

Note: If one syllable adjectives end in consonant followed by 'y', 'y' is changed into 'i' and 'er/est' is added to comparative and superlative forms. Remember that, if the last 'y' is preceded by a vowel, the 'y' remains unchanged and 'er', 'est' are used to make comparative and superlative forms respectively. For instance, *grey, greyer, greyest*.

Now, read the positive, comparative, and superlative forms of adjectives from the list below and discuss with your friends how the positive forms of the adjectives have been changed into comparative and superlative.

Positive	**Comparative**	**Superlative**
active	more active	most active
attentive	more attentive	most attentive
beautiful	more beautiful	most beautiful
careful	more careful	most careful
comfortable	more comfortable	most comfortable
difficult	more difficult	most difficult
famous	more famous	most famous
generous	more generous	most generous
interesting	more interesting	most interesting
obedient	more obedient	most obedient

Note: Comparatives and superlatives of adjectives made of more than two syllables are made adding 'more' and 'most' before the adjectives respectively.

Now, read the following list of adjectives and look at the comparative and superlative forms of them:

Positive	Comparative	Superlative
bad	worse	worst
far	farther	farthest
fore	former	foremost
good	better	best
late	later/latter	latest/last
little	less	least
many/much	more	most
old	older/elder	oldest/eldest
out	outer	outmost
up	upper	upmost/uppermost

Exercise 1

Now, read the weather forecast and underline the adjectives. Write all the three forms (positive, comparative, and superlative) of all the adjectives you find in the forecast. Then compare your answers with your partners.

Weather is likely to remain dry with cloudy sky over the country. Mild cold wave is sweeping over the regions of Madaripur, Rajshahi, Pabna, Sayedpur, Jessore, Kushtia and Srimangal, and it may continue and spread elsewhere over Rangpur division. Moderate to thick fog may occur over the river basins and light to moderate fog elsewhere over the country during midnight till morning. Night temperature may fall slightly over Rangpur division and it may remain nearly unchanged elsewhere over the country. However, between late December and early January, coldest weather in the last five years is predicted. After some good winters since 2010, we may feel the biting of winter. In that period of time, temperature may be less than 10 degrees Celsius in a few places. Poor and elderly people, and little babies may suffer more for want of warm clothes.

(adapted)

Read the following sentences to experience how to transform sentences containing the degrees of comparison to each other:

A) **Positive to comparative**

i) Positive: Faridul is as tall as Riad

Comparative: Riad is not taller than Faridul.

ii) Positive: Khorshed is as handsome as Subrato.

Comparative: Subrato is not more handsome than Khorshed.

B) **Comparative to superlative**

i) Comparative: My father is older than any other men in the village.

Superlative: My father is the oldest man in the village.

ii) Comparative: Milk is more nutritious than any other drink.

Superlative: Milk is the most nutritious drink.

C) **Superlative to positive**

i) Superlative: Atanu is the best boy in class eight.

Positive: No other boy in class eight is as good as Atanu.

ii) Superlative: Shamsur Rahman is the most famous modern poet of Bangladesh.

Positive: No other modern poet of Bangladesh is so famous as Shamsur Rahman.

iii) Superlative: Sraboni is one of the most intelligent girls in the class.

Positive: Very few girls in the class are as intelligent as Sraboni.

D) **Interchange of Degrees**

i) Positive: Very few airlines are as good as Apollo Airlines.

Comparative: Apollo Airlines is better than most other airlines.
Superlative: Apollo Airlines is one of the best airlines.

ii) Positive: No other man in the locality is so active as Mr. Anwar.

Comparative: Mr. Anwar is more active than any other man in the locality.

Superlative: Mr Anwar is the most active man in the locality.

Note: Superlative degrees always take definite article before them. For instance: the **best** boy; the **greatest** dramatist; the **most handsome** man; and the **happiest** man.

Exercise 2

Fill in the gaps with appropriate forms of adjectives given in the parenthesis:

I met a _____ (tall) man on the way to school. Of course, he was not _____ (tall) than our head teacher. Our head teacher is the _____ (tall) man in the village. He is not only the tallest but also the _____ (handsome) and the _____ (wise) man in the area.

Exercise 3

Fill in the following conversation with appropriate forms of adjectives. Use different degrees of the adjective – *cold* and *warm:*

Shishir: It's so _____ today, isn't it?Swapan: Of course. It's _____ than yesterday, I am sure.

Shishir: How do you know yesterday was _____

Swapan: People were trying to protect themselves with _____ clothes.

Shishir: But the weather forecast is that, the next few days will be _____

Swapan: Lovely!

Transform the following sentences as directed in the brackets:

i) Mr Bashar is the busiest man in the school. (positive)

ii) No other dramatist in the world is so great as William Shakespeare. (superlative)

iii) Sadia is as beautiful as Papia. (comparative)

iv) No other singer in Bangladesh was so popular as BasirAhamed during the 70s. (superlative)

Mercury is one of the softest metals in the world. (positive)

UNIT 5 Tenses

Lesson 1: Simple Present Tense

Look at the daily routine of Bina, a class VIII students of Fatikchari Girls' High School. In pairs ask and answer questions about what Bina does at a particular time of a typical day.

Use the following, as example:

A: What does Bina do at eight o'clock in the morning?

B: She starts for school at eight o'clock.

Time	Activities
6-00 am	get up from bed
7-00 am	have breakfast
7-30 am	prepare for school
8-00 am	go to school
1-00 pm	come back home
2-00 pm	have lunch
4-00 pm	go for a walk
6-30 pm	study at home

Now, in the same pair, talk about what you do at times shown in Bina's daily routine. Ask and answer questions about your daily activities. Use the example below:

A: What do you do at four o'clock in the afternoon?

B: I go to the field to play football.

Look at the pictures below. What profession do these people have? In pairs ask and answer questions about each picture. Use the example below:

A: What is his/her profession?

B: I think, he/she is a cook.

A: A cook? What does a cook do?

B: He/she cooks food in a restaurant.

What tense did you use for the activities you have done so far? Notice the verb forms you used when talking about Bina's routine and your daily activities. Also think about how you talked about the profession of the people in the pictures.

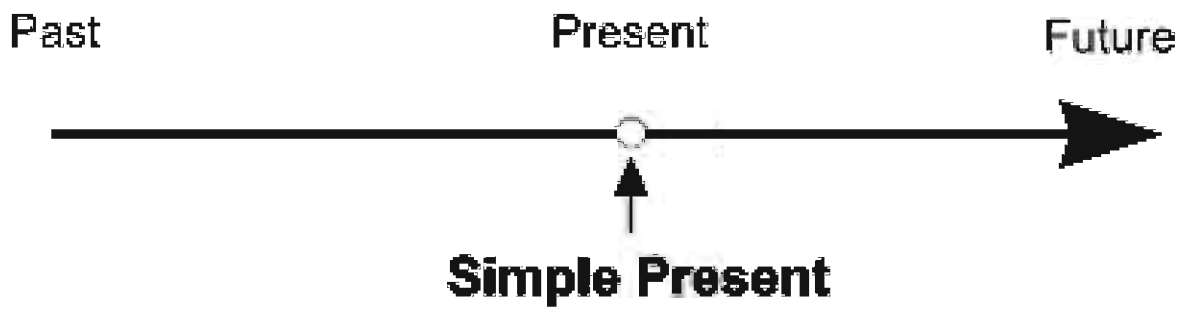
While doing those activities, you actually talked about facts in general.

Now, read the section below to know more about simple present tense.

Simple Present is also called Present Simple. The Simple Present expresses an action in the present, taking place once, never or several times. It is also used for actions that take place one after another and for actions that are set by a timetable or schedule. The Simple Present also expresses facts in the present.

Look at the diagram below that shows the time we refer to while using Simple Present tense.

Can you explain the diagram? Share your ideas with a partner.



Now, read the section below to know about the uses of simple present tense:

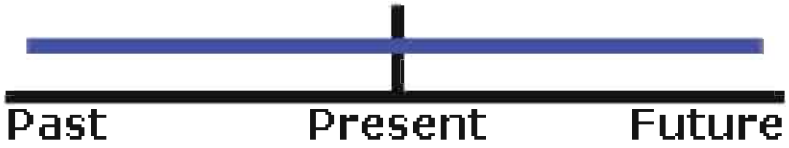
1. Repeated Actions

Use the Simple Present to express the idea that an action is repeated or usual. The action can be a habit, a hobby, a daily event, a scheduled event or something that often happens. It can also be something, a person often forgets or usually does not do.

Examples:

- The train **leaves** every morning at 8 am.
- The train **does not leave** at 9 am.
- When **does** the train usually **leave**?

2. Facts or Generalizations



In Simple Present a speaker can make statement about something that was true before, is true now, and will be true in the future.

Examples:

- Windows are made of glass.
- Windows are not made of wood.

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3. Scheduled Events in the Near Future

Speakers occasionally use Simple Present to talk about scheduled events in the near future. This is most commonly done when talking about the timetable of transportation, but it can be used with other scheduled events too.

Examples:

- The train **leaves** tonight at 6 am.
- The bus **does not arrive** at 11 am, it **arrives** at 1 pm.
- When **do** we **board** the plane?
- The party **starts** at 8 o'clock.

Exercise 1

The following text describes the life of a fisherman. Rewrite the verbs in the bracket to make a paragraph in the simple present tense.

A fisherman (to be) an individual whose work is to catch fish in the ponds, canals and rivers and sell then in the local markets. His main profession (to be) to earn his living by catching and selling fish. He even (go) to the sea in groups to catch fish. He (have) to lead a miserable life as his daily income (to be) very meagre. Some fishermen (live) on the seashore and (catch) fish in the sea, while others (move) near the rivers during the rainy season. Again some (return) to village for repairing fishing nets and boats.

A fisherman (do) not know many things happening around him. He (keep) himself busy with fishing lines. His joy (know) no bounds when he (catch) a lot of fish.

Exercise 2

Read the passage and answer the questions below

Mr. Amin works at a bank. He is the manager. He starts work every day at 8:00 a.m. He finishes work every day at 6:00 p.m. He lives very close to the bank. He walks to work every day. His brother and sister also work at the bank. But, they do not live close to the bank. They drive cars to work. They start work at 9:00 a.m. In the bank, Mr. Amin is the boss. He helps all the workers and tells them what to do. He likes his job. He is also very good at his job. Many customers like Mr. Amin and they say hello to him when they come to the bank. He likes to talk to the customers and make them feel happy. Mr. Amin really likes his job.

Now, answer this questions:

1. What time does Mr. Amin start work?
2. Does Mr. Amin drive a car to work?
3. Does Mr. Amin talk to customers?
4. How does Mr. Amin feel about his job?

Lesson 2: Present Continuous Tense

Read the live radio commentary of a big sport event and notice the underlined parts.

Hello listeners, welcome to the running commentary of the annual sport meet of Bangladesh Olympic Association. I <u>am speaking</u> from the Bangabandhu National Stadium Dhaka. It's just eight o'clock in the morning and <u>we are expecting</u> the grand opening of the annual event in next few minutes. As I <u>am standing</u> in front of the main gate, I can see the crowd enjoying this sunny morning in the Eastern gallery. Now, the President of Bangladesh Olympic Association <u>is entering</u> the ground along with the officials. The athletes <u>are gathering</u> in the field and they <u>are warming up</u>. Just now I can see a great athlete in front of me, two times gold medalist, Jamal Haider. He <u>is waving his</u> hands to the crowd and as you can hear, the spectators are happy to see their heroes and they <u>are cheering</u> so loud!

Discuss the question in pairs:

How is the commentator describing the actions that are taking place while he is talking i.e. what verb from is S/he using here?

Now look at the people in the pictures below. In pairs ask and answer questions about what each of them are doing at this moment. Follow the examples below:

A: What is s/he doing?

B: S/he is ..... ing.

watch TV

play violin

read books

playing computer games

play football

go to school

ride bicycle

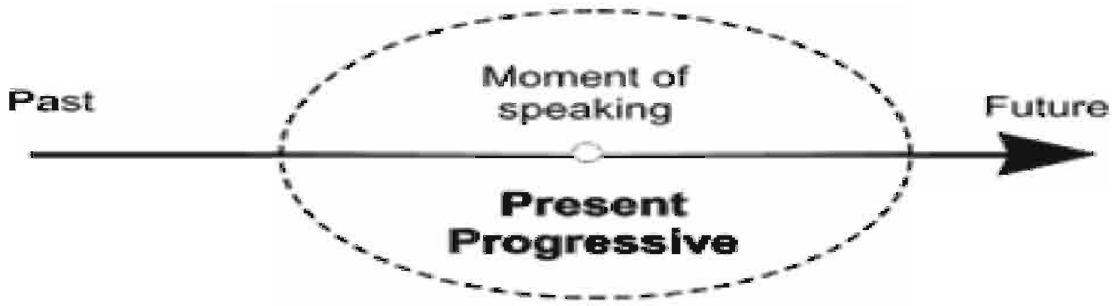
skate

play badminton

What tense do we use to talk about some actions that is taking place at the time of talking? The tense we use for this is called **Present Continuous** tense. This tense is also known as **Present Progressive** tense.

Now, read the section below to know more about **Present Continuous (progressive)** tense.

The **Present Progressive** is a form of the verb that shows the action is going on in the present.



The Present Progressive is used for actions going on at the moment of speaking and for actions taking place only for a short period of time.

When do we use present continuous? Read the following sentences in present continuous tense. Can you find out the different uses of present continuous tense?

1. The boys are swimming in the pond.
2. He is studying medicine.
3. He is working very hard nowadays.
4. She is preparing a delicious curry tonight.
5. He is taking a basic computer course next month.
6. She is always making complains.

Now, read the section below to know more about when or where to use this tense.

We use Present Continuous tense to talk about:

- Actions that are happening now (e.g. She is playing tennis.)
- Actions which are currently in progress may not be exactly at this moment/second e.g. She is studying astrology these days.)
- Planned future actions (e.g. We are starting a new course next month.)

Forming sentences in present continuous tense

You have so far looked at many examples of sentences in present continuous tense. Have you noticed how these sentences are formed? Discuss the following questions in pairs:

1. Can you form a sentence in the Present Continuous tense without an auxiliary verb?
2. What auxiliary verbs are used with different subjects to form these sentences?
3. What form does the main verb take in present continuous tense?

Now, read the following part to check your understanding of how sentences are formed in present continuous tense.

Who?	**Form of verb (positive)**	**Form of verb (negative)**
I	am + verb + ing	am + not + verb + ing
He/She/It	is + verb + ing	is + not + verb + ing
You	are + verb + ing	are + not + verb + ing
We	are + verb + ing	are + not + verb + ing
They	are + verb + ing	are + not + verb + ing

Now, look at this table to form questions in present continuous tense. Read the examples in the last column.

Auxiliary verbs	Who?	Form of verb	Examples
Am	I	verb + ing	Am I reading now?
Is	he/she	verb + ing	Is he reading now? Is she reading now?
Are	you	verb + ing	Are you reading now?
Are	we	verb + ing	Are we reading now?
Are	they	verb + ing	Are they reading now?

Exercise

Look at the picture. In pairs discuss the following questions about the people in the picture.

1. Who are they?
2. Where are they sitting now?
3. What are they doing?

The text below describes the two people in this picture. Write the verbs in the bracket in their correct forms and with necessary auxiliary verbs.

Right now, it is Monday morning. Mamun and Tina are at home. They (sit) _____ at a table. They (eat) _____ breakfast. At this moment, Tina (drink) _____ coffee. She (eat) _____ cake. She (sit) _____ across the table from Mamun. He is Tina's husband. He (sit) _____ at the table with Tina. He also (drink) _____ coffee. Mamoon (listen to) _____ Tina. After breakfast, Mamun and Tina (leave) _____ for work. They work in the city. They (ride) _____ the bus to work.

Lesson 3: Present Perfect Tense

Rajib and his friends have gathered in the school canteen to discuss their preparations for a cultural show. Read the conversation between Rajib and his friends and notice the underlined parts.

Rajib : Well, let's talk about the invitation card. When can we print them?

Mira : I have just talked to a press and the manager said he'd print them in two days.

Rajib : That's great! Now how about donations? Have we got enough money?

Momen: I have collected five hundred taka from bookshop.

Jalil : Our club chairman has already given two thousand.

Bonna : My sister has requested her boss to donate some money. He has agreed to help us.

Rajib : Okay, let's hope he will give us a good amount of money. Has anyone talked with the decorators?

Momen: I have already talked to them. They will do the stage, lighting and the sound.

Rajib : Fantastic! Seems that all of you have done excellent jobs. Thank you.

As you read the underlined parts of the conversation, what have you noticed? What time do these expressions refer to?

Notice that, all the underlined parts refer to actions that were completed before the present time. Also notice that the friends are talking about actions that have finished recently. These underlined parts are examples of expressions in the **Present Perfect tense**.

When do we use Present Perfect tense? Read the following sentences in present perfect tense. Can you guess the different uses of Present Perfect tense?

1. He has answered the questions.
2. I have seen the film three times already.
3. He has just joined his new post.
4. I have never seen a crocodile before.
5. She has bought some food for us.
6. They have lived here for three years.

The Present Perfect continuous tense indicates that something began in the past and has continued up to now or has current relevance, or is likely to continue in future.

Now, read the section below to know more about when or where to use this tense.

Present Perfect tense is used for:

- Actions that happened at an unspecific time before the present (e.g. *They have invited all of us.*)
- Actions that have ended recently (e.g. *She has broken her leg.*)
- States that started in the past and are still continuing (e.g. *I have always liked him.*)

You have so far looked at many examples of sentences in present perfect tense.

Have you noticed how these sentences are formed? Discuss the following questions in pairs.

1. Can you form a sentence in the Present Perfect tense without an auxiliary verb?
2. What auxiliary verbs are used to form Present Perfect sentences?
3. What form does the main verb take in Present Perfect tense?

Now, read the following to check your understanding of how sentences are formed in the Present Perfect tense. They are formed by using past participle (pp) of the main verb after have/has.

Who?	**Form of verb (positive)**	**Form of verb (negative)**
I	have + verb (pp)	have + not + verb (pp)
He/She	is + verb (pp)	has+ not + verb (pp)
You	have + verb (pp)	have + not + verb (pp)

We	have + verb (pp)	have + not + verb (pp)
They	have + verb (pp)	have + not + verb (pp)

Now, look at this table to form questions in the Present Perfect tense. Read the example in the last column.

Auxiliary verbs	**Who?**	**Form of verb**	**Examples**
Have	I	verb (pp)	Have I received the money?
Has	he/she	verb (pp)	Has he received the money?
			Has she received the money?
			Has it been declared in time?
Have	you	verb (pp)	Have you received the money?
Have	we	verb (pp)	Have we received the money?
Have	they	verb (pp)	Have they received the money?

Exercise 1

Read the following story and rewrite the verbs in the brackets in correct forms with appropriate auxiliary verbs.

Recently, it (rain) ..... in Munira's town. So far, she (see) ..... rains three times. Munira always (love) ..... the sound of the raindrops on her tin-shed house. She has (be) ..... out in the rain two times before.

Munira's daughter, Mishu never (play) ..... in the rain. This is her first experience of playing in the rain. Munira is worried about her daughter. She might catch a cold.

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Munira just (buy) ..... a new umbrella. She puts on her rain coat and goes out with the umbrella.

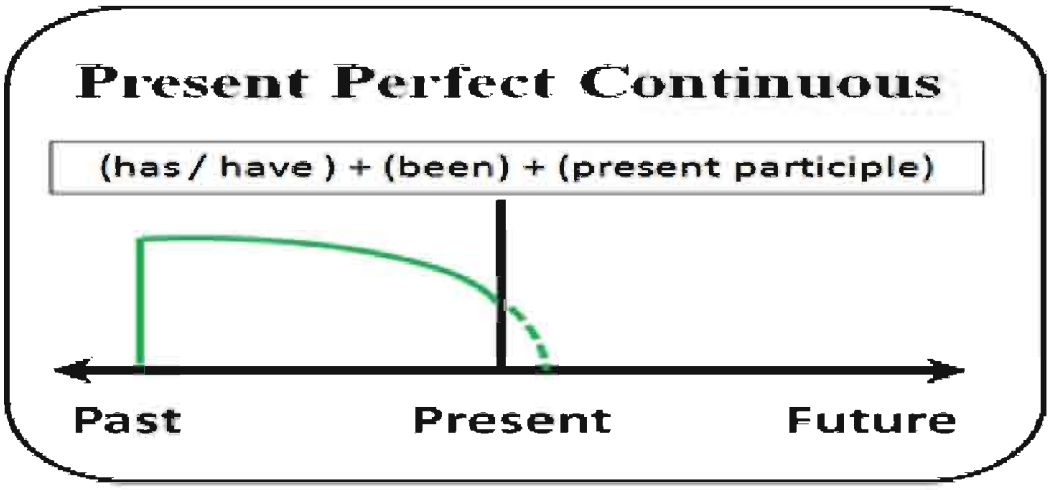
Exercise 2

Look at the list of some everyday activities in the box. In pairs ask and answer questions about what you have done today. Follow the example below:

A: Have you watched television today?

B: Yes, I have. I have watched a football match.

have shower
read the news paper
meet your teacher
have a heavy breakfast
do your homework



Lesson 4: Simple Past Tense

Read the story of Zahid, a student of class eight, who traveled to St. Martin's island last year. Read about his journey and discuss in pairs the following questions.

1. What problems did Zahid face during the journey?
2. How did he go to St. Martin's?
3. What things did he do at Cox's Bazar and St. Martin's island?

A Memorable Trip

I had a memorable trip to Cox's Bazar and St. Martin's Island when I was a student of class seven. I remember all the things happened to me during the trip. My uncle and aunt lived in Chittagong at that time and they invited us to visit them. My cousin Saleha was of the same age as I was. So I felt delighted when my mother told me about the visit. We live in Rajshahi and Chittagong is far away. First we planed to go to Dhaka by bus and then to Chittagong by train. One fine morning we got on a bus at Rajshahi at 7 o'clock in the morning. Normally it takes about six hours to reach Dhaka from Rajshahi. Unfortunately, there was a huge traffic jam form on the way and the journey took almost eight hours to reach Dhaka. So we had to stay in a hotel in Dhaka for the night and the next morning we took the train to Chittagong at 8 in the morning from Kamlapur railway station. We were unlucky again because the train also arrived late at Chittagong. But we felt happy because my uncle and aunt received us at the station.

Next morning we started for Cox's, Bazar. We arrived there at about two and spent the rest of the day by the sea side. I had not seen the sea earlier so it was an exciting experience for me. We stayed at a hotel there. Early next morning we went to the beach again and saw the beautiful sunrise. We walked along the beach, bathed in sea water, ate sea food and enjoyed ourselves.

Read the text again and look at the words that express actions in the past. You will find that these action words are all verbs. You will also find the be verbs (was and were) used in the sentences for describing a situation in the past.

The sentences that describe a past situation or action in the above text are in *Simple Past tense.*

Can you say when or where we use Simple Past tense? The Simple Past expresses an action in the past taking place once, never, several times.

Read the text below on Gautama Buddha and think about the uses of Simple Past tense.

Buddha was born in the year 563 B.C. at a place called Lumbini. His father Suddhodana was a Sakya king and his mother Maya also came from a princely family. Seven days after his birth his mother died, leaving him to the care of her sister and his step mother Mahajapati.

The young Buddha was brought up in Kapilavastha, the capital of Sakya kingdom. When he was born, several miracles occurred. His father and some prominent members of his court were aware that a divine child was born amidst them. His parents gave him the name Siddhartha. They expected him to grow and become a successful king.

Read the section below to know about the uses of Simple Past tense.

Simple Past tense is used to express -

- action in the past taking place once, never or several times

  Example: He *visited* his parents every weekend.
- actions in the past taking place one after another

  Example: He *came* in, *took* off his coat and *sat* down.
- action in the past taking place in the middle of another action

  Example: When I was having breakfast, the phone suddenly *rang*.

Forming sentences in Simple Past tense

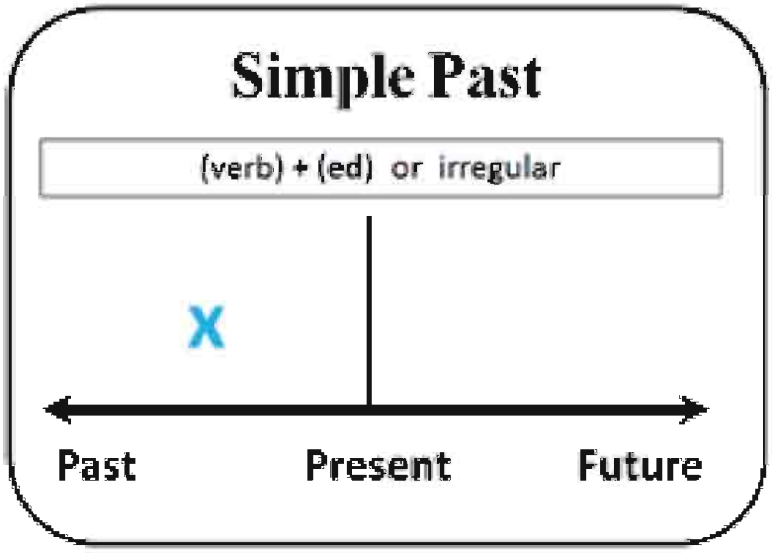
Discuss the questions in pairs:

1. How do you form sentences in simple past tense?
2. Do all simple past tense sentences have auxiliary verbs?
3. What form does the main verb take in simple past tense?
4. How do you form a question about the past?

Use the table to make sentences about past events.

I	Was	late
We	Were	tired
He	Was	nervous
She		in a hotel
Raju		a new comer
They	Were	hungry
The students		

Study the rules below to understand how sentences are formed in simple past.



We use **was/were** as **'be'** verbs to talk about the past. Now, look at the following table:

I	went	to Dubai
We	carried	some food with us
He	talked	to the counter clerk

She	hired	a taxi
They	cancelled	the trip

Exercise 1

In pairs talk about a journey you made. One partner will ask the following questions and the other will answer them in simple past tense.

1. Where did you go?
2. What transport did you take?
3. When did you start?
4. How long was the journey?
5. Did you take any luggage with you?
6. Did you face any troubles on the way?
7. When did you reach your destination?

Exercise 2

Put the verbs into the correct tense (Simple Past or Present Perfect). Note that we do not use the present perfect when past time is mentioned.

A: I (see / not) ---------- you for a long time. Where ---------- (you / be)?

B: I (come / just) ---------- back from Cox's Bazar.

A: Oh really? What (you / do) ---------- there?

B: I (stay) ---------- at a hotel and (enjoy) -------- the beauty of the sea.

Lesson 5: Past Continuous Tense

Look at the pictures. In pairs discuss what time are the speakers referring to? Which tense has been used in these sentences?

Practise this conversation in pairs.

A : What is wrong with your hand?

B : I **broke** my hand yesterday.

A : How did it happen?

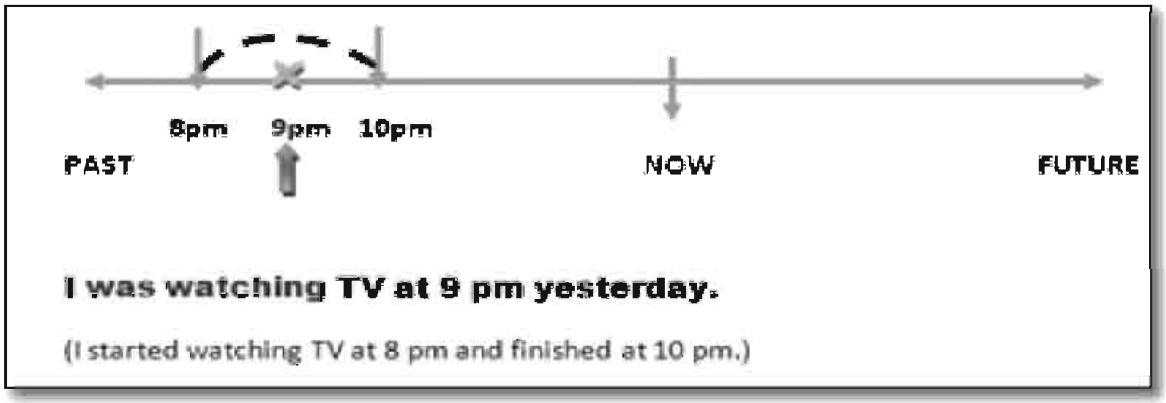
B : Well, I **fell** down

A : Oh, really! What **were** you **doing** at that time?

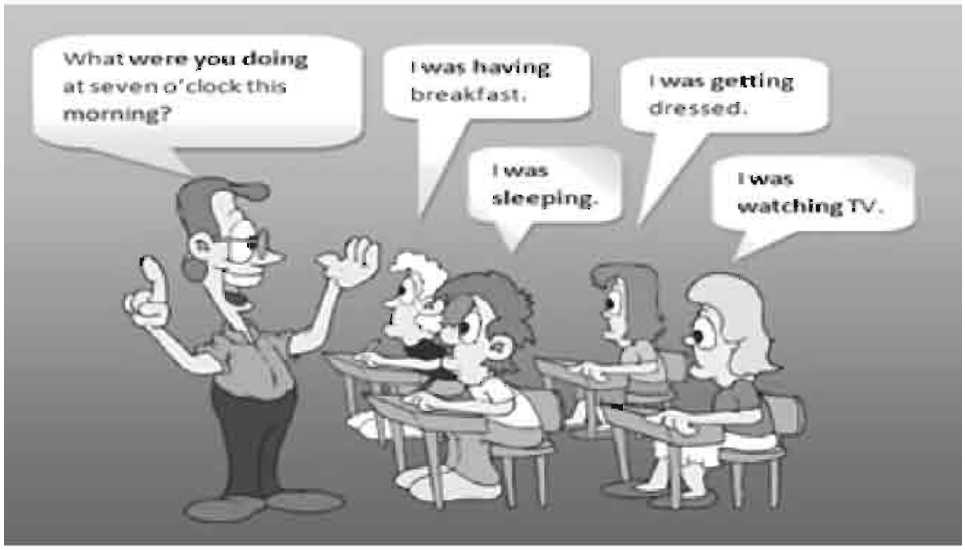
B : I **was climbing** up a tree.

A : So you **were climbing** a tree and you **fell** down and **broke** your hand. That's so sad!

Now look at the illustration below. Which tense does it talk about? Can you give some more examples of sentences like these?



Read what the students were doing at 7'o clock in the morning. What tense are they using in their reply? They are talking about what was happening in the past.


What were you doing at seven o'clock this morning?
I was having breakfast.
I was getting dressed.
I was sleeping.
I was watching TV.

Read the text below. Underline the sentences in *Simple Past tense* and P*ast Continuous tense*.

Yesterday, it was raining all day. Onu was playing inside the house. She wanted to be outside. She wasn't playing outside because it was raining. She was feeling tired of staying inside the house. Onu was trying to keep busy inside the house. She was reading her book until the electricity went out. Then, she decided to practise her sewing. She was practising sewing until lunchtime. After lunch, she sat by the window and watched the rain.

While Onu was watching the rain, the phone rang. Her mother was calling to say she was coming home. She played the games with her mother when she came home.

Discuss the questions in pairs.

a) Why was Onu feeling tired?
b) What were Onu doing to get herself busy?
c) What did Onu do with her mother?
d) How are the sentences formed in the past continuous?

Read about the uses of Past Simple and Past Continuous tense.

When we talk about two actions in the past taking place one after another, we use simple past tense for both the actions.

Example: *She came home and switched on the computer and checked her mails.*

But when we talk about two events in the past which were taking place at the same time, we use Past Continuous for describing both the actions.

Example: *Sumon was playing on the computer while his brother was watching.*

Non-progressive verbs

The following verbs are usually only used in Simple Past (not in the progressive form).

- **state**: be, cost, fit, mean, suit
  Example: *We were on holiday.*
- **possession**: belong, have
  Example: *Salam had a pet.*
- **senses**: feel, hear, see, smell, taste, touch
  Example: *He felt the cold.*
- **feelings**: hate, hope, like, love, prefer, regret, want, wish
  Example: *Joynal loved cakes.*
- **perceptions**: believe, know, think, understand
  Example: *I did not understand him.*
- **introductory clauses for direct speech:** answer, ask, reply, say
  Example: *"I am watching TV," he said.*

Exercise

Put the verbs into the correct tense (Simple Past or Past Progressive).

1. The receptionist (welcome) _____ the guests and (ask) _____ them to fill in the form.
2. The car (break) _____down and we (have) _____ to walk home.
3. My father (come) _____ in, (look) _____ around and (tell) _____ me to tidy up my room.
4. While the parents (have) _____ breakfast, their children (run) _____ about.
5. Momota (turn) _____ off the lights and (go) _____to bed.

Lesson 6: Simple Future Tense

Mr. Kabir is going to Singapore tomorrow. Here is his planning for the journey. Work in pairs, ask and answer the following questions.

The flight will leave Dhaka Sahjalal International Airport at 11.00 pm and I must report for checking-in at least two hours before the departure time. I shall start for the airport by 7-00 pm so that I can reach the airport in time. There will be heavy traffic on the Airport Road at this time. If I start by 7.00 pm, I'll have enough time in hand to reach the airport. I am going to take only a small suitcase and a laptop with me. So, there won't be any hassle with my baggage. I have not got any foreign currency but I am going to buy some dollars from the airport. This will be a short flight and I hope to arrive at the Chengi Airport, Singapore in 3 hours.

Questions

a) What time will the flight leave Shahjalal International Airport?

b) What things is Mr. Kabir taking with him?

c) What tense is used by Mr. Kabir to talk about the travel?

In the passage above Mr. Kabir talks about the events/actions that will happen in future. So he uses Simple Future tense to talk about the things that will take place in future.

Read the following sentences. Can you see a common structure in them? In pairs, try to identity the structure.

- The flight will leave Dhaka Sahjalal International Airport at 1.00 pm.
- I shall start for the airport by 7-00 pm.
- There will be heavy traffic on the Airport Road.
- This will be a short flight.
- There won't be any hassle with my baggage.

Now read the following section to check your understanding of Simple Future tense.

To make sentences in the Simple Future tense, we put **'will'** or **'...ll'** before the base form of the verb.

For the negative we put **'will not'** or **'won't'** in front of the verb. With subjects like 'I' or 'we', we can also say 'shall'/shan't.

To make questions in the future, we put 'will' or 'shall' in front of the subject.

With 'I' and 'We' you can use **shall**. This usually means a suggestion or that something is not certain.

Examples:

Shall we go to the cinema?

What shall I wear for the party?

What will you be in future? Tell your friends in your class. (hints: teacher, doctor, pilot, nurse, etc.)

Read the sentences below and notice how we talk about future plans.

I *am going to buy* some dollars from the airport.

I *am going to take* only a small suitcase and a laptop with me

She *is going to sit* for the exam next year.

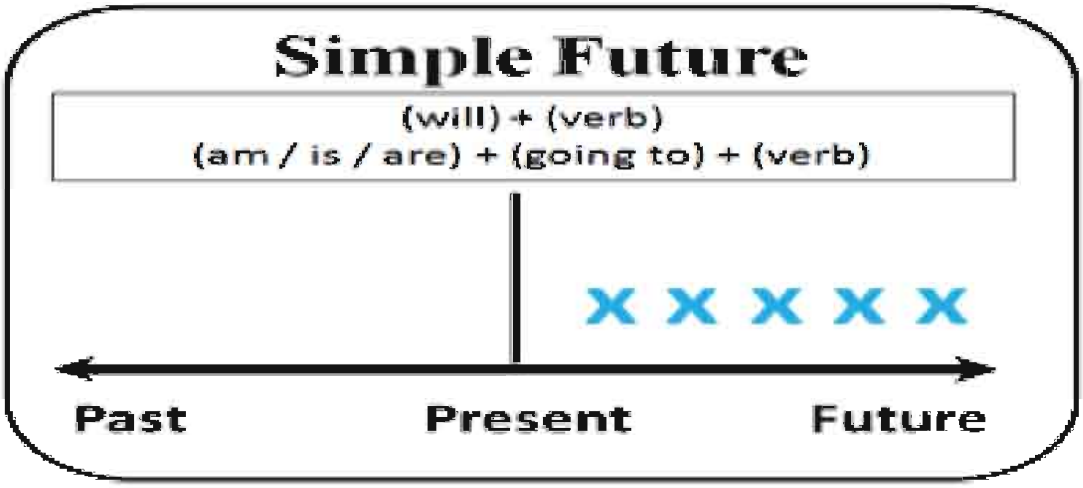
Now, read the text below and notice the future expressions with *going to + verb*.

On Saturday, Noboni will be three years old. Her parents are going to have a birthday party. The party is going to begin at noon on Saturday. Many people will be invited at the party. Noboni will have so much fun!

Noboni's mother is going to cook *polaow* and chicken curry. Her father is going to buy a special cake. It will be a chocolate cake. Noboni will love her cake! Her grandmother is going to bring some ice cream and her aunt is going to buy her a nice dress.

All of Noboni's relatives will bring beautiful presents. Noboni is going to have a nice birthday this year!

So, we can see that there are two ways to talk about simple future.



Now look at the structures for talking about future actions with *going to + verb*.

I	am		attend	a party tonight.
You	are		see	the teacher this evening
We	are	going to	plan	a surprise party for Ali today.
S/he	is		meet	her parents soon.
They	are		play	a friendly match.

Exercise 1

Kona met a fortune teller once. Though she does not believe in fortune telling, she wanted to have some fun and so, asked the fortune teller to tell about her future. The fortune teller was also very funny. Here is what the fortune teller told her. Complete the sentences with appropriate auxiliary verbs.

1. You (earn) _____ a lot of money.
2. You (travel) _____ around the world.
3. You (meet) _____ lots of interesting people.
4. Everybody (admire) _____ you.
5. You (not / have) _____ any problems.
6. Many people (serve) _____ you.
7. They (anticipate) _____ your wishes.
8. There (not / be) _____ anything left to wish for.
9. Everything (be) _____ perfect.
10. But all these things (happen / only) _____ if you marry me.

Exercise 2

Ms. Selina Rahman is talking about her holiday. Complete the sentences. Put the verbs in brackets into the Simple Future tense.

1. I..... my holidays with my parents this year. (spend)
2. We ..... at my parents' house in Khulna. (stay)
3. My father ..... at the station to receive me. (be)
4. I..... some warm clothes. (need)
5. I..... some presents for my parents. (take)
6. It..... a great time with my parents. (be)

Exercise 3

Talk about your future plans in pairs. Say at least three things that you are going to do next week. Use the 'going to' form.

UNIT 6 Infinitive, Gerund and Participle

Lesson 1: An Introduction

Read the text below and notice the underlined words.

Mr. Kamal is a reporter of a newly published English newspaper. His job is to collect news about various cultural events. Collecting news is sometimes very challenging that involves visiting spots and talking to people. Reporting also requires the skill of writing in a convincing style to give a realistic picture of the event covered.

While writing the report Mr. Kamal has to pay attention to three questions– what, when and how. Giving a complete but brief account of an event requires constant practise. It is also important to present the most important information in the introductory paragraph. This enables the reader to have the most important message at first while going through a piece of report.

Discuss the following questions in pairs.

- What functions do the underlined words play?
- Which of the underlined words function as adjectives?
- Which of the underlined words function as nouns?
- Which of the underlined words function as verbs?

Now, read the following explanations to check your understanding.

All the underlined words in the above text are formed from verbs. But they are not used alone as action words in the above sentences. Instead, they function as either nouns, adjectives, or adverbs.

There are some underlined words which end in *ing* and function as noun. They are known as gerund. For example:

- Collecting news is very challenging.
- Reporting also requires the skill of writing.

There are some other underlined words that end in -ing (present participle) or -ed, -d, -t, -en, -n (past participle). These words may function as adjectives, describing or modifying nouns and are known as participles. For example:

- Mr. Kamal is a reporter of a newly published English newspaper.
- That involves visiting spots.

Again you will find examples of another type of underlined words having base forms of verbs with *to*. Usually they function as nouns, although they can also function as verbs. These verbs are called infinitives. For example:

- It is also important to present the most important information.
- This enables the reader to have the most important message.

Read the above text again, and make a list of examples of the gerunds, participles and infinitives in it.

Exercise

In each of the following sentences, identify the underlined word or words as a gerund, participle, or infinitive.

1. Zinia said the best place to go on Friday is the zoo.

2. The plan accepted by the committee involves a development goal.

3. Getting up early in the morning is sometimes a challenge.

4. One of my favourite hobbies is swimming.

5. Passing this test with good grades will make me happy.

6. Economics is an interesting field of study.

7. They have closed the library to repair all the broken shelves.

8. I am working hard to achieve good grades in English.

Lesson 2: Participle

Bobby and his mother are at his sister's wedding. His mother seems worried and keeps asking him questions. Read the dialogue between Bobby and his mother and notice the underlined words:

Badal :Isn't it wonderful, Mother? Sima is getting married today.

Mother :Yes, it is.

Badal :Aren't you excited?

Mother :Yes, this is a very exciting event indeed. But I'm also a bit worried. What if something goes wrong?

Badal :Come on, Mother! Why does such worrying thoughts come to your mind?

Mother : I don't know. Well, where is your father?

Badal :He's standing at the gate to welcome the invited guests.

Mother :And where is your uncle?

Badal : I don't know actually. He is supposed to receive the bridegroom.

Mother :But where is he now? It so annoying!

Badal :Don't worry mom. He'll be here soon. Relax, why do you look so confused?

Mother :Look, I want to be sure that everything is okay. Have you seen your sister?

Badal : She is just here from the parlour. She looks stunning in that bridal dress.

Mother :She is lonely there and might feel bored! Why don't you go and take some photos of her. That will be quite interesting?

Badal : Mother, You know, I have asked a wedding photographer to take her pictures. He can take amazing photos.

Mother : That's good. Let's see how fascinating they look.

Discuss the following questions:

1. What kind of words are the underlined words made from?
2. What function does each underlined word play in the sentence (verb/adjectives)?
3. What are these words known as?

Notes: In above dialogue, the underlined words are examples of ***participle***. Do you remember what a *participle* is, how it is formed and when you use it? If you have noticed the underlined words in the above dialogue, you will see that all these words are formed from a verb and these words are used as adjectives. These are called participles.

The above dialogue contains examples of two types of participles- the *present participle* (ending *ing*) and the *past participle* (usually ending *-ed*, *-d*, *-t*, *-en*, or *-n*).

In pairs talk about the examples of past and present participles functioning as adjectives. Remember, adjectives are words that describe nouns.

Look at the following examples of present and past participles used as adjectives.

Present participle	**Past participle**
boring	bored
interesting	interested
confusing	confused
amazing	amazed
annoying	annoyed
exciting	excited

Now, let's look at some example sentences with the present and past participles.

Present participle	Past participle
The movie was very boring.	Why do you look so bored?
That book was so interesting.	She is very interested in music.
His message was a bit confusing.	I feel quite confused.
What an amazing speech!	We were quite amazed to see her.
You really are annoying.	The audience became annoyed.
Mr. Jamal has an exciting job.	We are so excited!

Practise using present/past participles in the following sentences. Choose the right participle from the bracket to complete each sentence below.

1. Kamal was _____ (annoying/annoyed) by the news.
2. We found that the instructions were _____ (confusing/confused).
3. It's an _____ (amusing/amused) story. You should read this.
4. I'm not really _____ (interesting/interested) in basketball.
5. Do you feel _____ (worrying/worried) about exams?
6. Young children are often _____ (scaring/scared) of ghosts.
7. The stranger gave a _____ (surprising/surprised) news to all of us.
8. The defeat in the football match was so _____ (shocking/shocked) that we could not say a word for hours.

Exercise

Complete each pair of sentences with the correct form of the same verb, once as a present participle and once as a past participle. The verbs are given in the box. The first one is done for you.

1. I hurt my leg *playing* football. (Use *play*)

   Bridge is a card game *played* by four people.

2. I've spent the whole morning _____ an essay. (use *write*)

   On the wall was some slogans_____ in big letters.

3. The police caught the burglar _____ into a house. (use *break*)

   Careful! There's a lot of _____ glass on the floor.

Lesson 3: Gerund

Read the following sentences and see what roles are played by the words ending in -ing.

Coughing exhausts Shakila. (*coughing* = the subject of the verb *exhausts*.)

Bina hates *cooking*. (*Cooking* = the direct object of the verb *hates*.)

In the above examples *cooking* and *coughing* are used as nouns and are called gerund. Although both the present participle and the gerund are formed by adding -ing to a verb, note that the participle does the job of an adjective while the gerund does the job of a noun.

Now, look at some more examples of gerund functioning as noun.

Gerund as the subject of the sentence

Examples:

Eating uncooked food is not good.

Hunting tigers is dangerous.

Flying makes me nervous.

Brushing your teeth is important.

Gerund after prepositions

The gerund must be used when a verb comes after a preposition. This is also true for certain expressions ending in a preposition.

Examples

Can you sneeze without opening your mouth?

She is good at painting.

We arrived in Khulna after driving all night.

Gerund after phrasal verbs

Phrasal verbs are composed of a verb + preposition or adverb.

Examples:

When will you give up smoking?

She always puts off going to the dentist.

He kept on asking for money.

I look forward to hearing from you soon.

I am used to waiting for buses.

Gerund after some expressions

The gerund is necessary after the expressions like *can't help, can't stand, to be worth*, and *it's no use*.

Examples:

I can't stand being stuck in traffic jams.

It's no good wasting your time.

Remember: In English, the present participle has the same form as the gerund, and the difference is in how they are used.

Exercise

Use gerunds in the following sentences. The first one is done for you.

1. Always check the oil before you start the car.

Always check the oil before starting the car.

2. To see is to believe.

3. To give is better than to receive.

4. To talk like this is foolish.

5. She loves to sing songs.

6. I am tired to wait.

7. I like to read poetry.

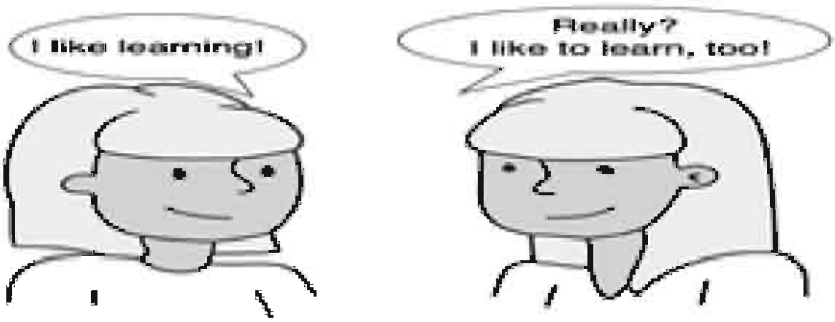
8. To walk is a good exercise.

9. He is afraid to hurt your feelings.

10. Nobody really loves to work.

Lesson 4: Infinitive

Look at the cartoon below and read the two sentences. What two different forms are used after the verb like?



We can see two forms used here:

Main verb + verb + ing (I like learning) and,

Main verb + to + verb in the base form (I like to learn)

Here in these sentences, the word *learning* is a gerund and *to learn* is an infinitive. Here are some infinitives:

to eat	to sleep	to smile	to write
to wash	to shower	to break	to drive

The infinitive has two forms: the to-infinitive = to + base

zero infinitive/*bare infinitive* = base

The present infinitive is the base form of verb you will find in a dictionary.

To-infinitive	**Zero infinitive**
to sit	sit
to eat	eat
to have	have
to remember	remember

The negative infinitive is formed by putting not in front of any form of the infinitive.

Examples:

I decided not to go to London.

He asked me not to be late.

I'd like you not to sing so loudly.

I'd rather not eat meat.

The to-infinitive is used in sentences to express purpose, opinion or intention of an action.

Examples:

She came *to borrow* my dictionary.

They went *to find* firewood.

I am calling *to ask* you about father.

Your sister has gone *to finish* her homework.

The to-infinitive as the subject of the sentence

This is a formal usage and is far more common in written English than spoken

Examples:

To err is human.*To be* or *not to be*, that is the question.

The to-infinitive with adverbs

The to-infinitive is used frequently with the adverbs too and enough.

Examples:

I had too many books to carry.

This soup is too hot to eat.

She was too tired to work.

I've had enough food to eat.

Functions of the zero infinitive

The zero infinitive after **modals**

Examples

She can't speak to you.

He should give her some money.

Would you like a cup of coffee?

The zero infinitive after the verbs 'make' and 'let'

Examples:

Her parents let her stay out late.

Let's go to the cinema tonight.

The rains made us stay at home.

Exercise

Join the following sentences by using infinitives. One is done for you.

1. The boy was happy. He received the prize.

The boy was happy to receive the prize.

2. He did not have even a coin with him. He could not buy a loaf of bread.
3. He went to the market. He wanted to buy some vegetables.
4. He wants to be rich. He works hard for that reason.
5. Everyone should do one's duty.
6. He collects old stamps. It is his hobby.

UNIT 7 Sentences

Lesson 1: An Introduction

Read the following letter written by a student to a friend.

Dhaka

20 October 2016

Dear Mahjabin,

I hope you are fine. Our school is going to be closed from 25 November for three weeks. Each year, we have the winter vacation at this time. Do you have the vacation at the same time?

This year I am going to visit my grandparents' place in Netrokona. What are you doing during this vacation? I'd like to invite you to my grandparents' village. I am sure you will love the place. How fantastic it will be to spend the vacation together!

I hope you will agree to join us. Give me details about your vacation plan.

Please reply as soon as possible.

Yours ever

Mita

Now, discuss these questions in pair.

a. How many sentences are there in the letter?

b. What are some of the essential features of a sentence?

c. What does each sentence begin with and what does it have at the end?

d. What are the two parts in a sentence?

Now read the following and check your answers to the questions.

A **sentence** is a set of oral or written words in proper order that expresses a complete thought. These words are commonly named *Parts of Speech*. These *Parts of Speech* are placed according to the work they do in a sentence. The first word of a sentence is capitalised and the sentence ends with a full stop (.), question mark (?) or exclamation mark (!).

A sentence contains a ***subject*** and a ***predicate***. Sometimes, the subject is not mentioned explicitly in some sentences. It is only 'understood.' Examples of such sentences can be found in the letter above: *(You) Give me details about your vacation plan.* Here the subject **you** is not mentioned by the letter writer but we understand that Mita was asking her friend Mahjabin to give her the details of her vacation plan.

Rearrange these words to make meaningful sentences.

1. ship violently the storm rocked the
2. painting artist with great patience the his worked at
3. gift free a he offered the hotel by the was.
4. I read paper in the road was blocked the that.
5. began cricketers the ground at their familiar practising.
6. wore a hat he of coconut made fibre his on head.
7. parts many coffee popular in world the is very of.
8. cave could explore not they torch the without a.
9. the storm shed damaged the was during.
10. the poor girl Jamil and talked sat next to her.

Can you say what a subject and a predicate are in a sentence? Identify subjects and predicates in the following sentences.

1. The results of the test are not known yet.
2. There have been many incidents of robbery in the past.
3. Why did he take the new bike back to the dealer?
4. My name was written on the document in three places.
5. She will be going to the dentist later this afternoon.
6. Will Jewel be taking his cricket bat on this trip?

Lesson 2: Affirmative and Negative sentences

Read the sentences in column A and B of the following table. In pairs, discuss the differences between the sentences given in column A and B.

Column A	**Column B**
I will eat chocolate today.	I will not eat chocolate today.
There is some meat left in the fridge.	There is no meat left in the fridge.
The diver has found some gold.	The diver has not found any gold.
Are there any children here?	Aren't there any children here?

What differences have you identified between the two types of sentences? You might have already found that we call these two types of sentences as *Affirmative Sentences* and *Negative Sentences*.

In pairs, discuss what you know about the formation and use of Affirmative Sentences and Negative Sentences.

Affirmative Sentences

One of the commonly used structures in English is *subject-verb-object*.

e.g. The rabbit eats carrots.

The rabbit is the *subject*, eats is the main *verb*, and carrots is the *object*.

Negative Sentences

The **negative** form of this sentence is a little different.

The rabbit *does not* eat fish.

Choose the sentence from column B to match the sentences having the same meaning in column A.

Column A	Column B
1. Man is mortal.	a. Brutus did not hate Caesar.
2. He is honest.	b. There is no smoke without fire.
3. I shall always remember you.	c. Man is not immortal.
4. Brutus loved Caesar.	d. He is not dishonest.
5. Where there is fire, there is smoke.	e. I shall never forget you.
6. Everybody distrusts a liar.	f. I am not better than he is.
7. He is as good as I am.	g. Nobody trusts a liar.
8. He is the best student.	h. He is so weak that he cannot walk.
9. As soon as the teacher arrived, the noise ceased.	i. No sooner had the teacher arrived than the noise ceased.
10. He is too weak to walk.	j. No other student is as good as he.

Lesson 3: Interrogative Sentences

Read the short text on a popular sport star. Make a list of what you have already known about her.

Stephanie Rice is renowned as one of Australia's golden girls. She is Olympic Gold Medalist and world record-breaking swimmer. Stephanie knew she wanted to be an Olympic swimmer from the young age of four. The talented swimmer first caught Australia's attention in 2006. Then at 17 years of age, she won gold at the Melbourne Commonwealth Games. She then went on to win more medals at international levels. She showed her best at the 2008 Beijing Olympic swimming when she won three Gold Medals and set new world records.

[adapted]

Imagine that you have a chance to meet Stefanie Rice who offers advice to young athletes. You will be allowed to ask her questions only. Now write the five questions that you would like to ask her.

Compare your questions with a partner. Make a final list of 5 questions to ask Stefanie Rice.

You might have already discussed that the sentences we use for asking questions are known as Interrogative Sentence.

Read the sections below to check your understanding of the form and use of Interrogative Sentences.

Interrogative sentences are used to ask questions: They are also easy to spot because they end in a question mark.

'yes' 'no' interrogative:

Example: Is it raining?

Notice that the interrogative above is a simple 'yes' 'no' question. The response may be given by 'yes' or 'no'.

Alternative interrogatives offer two or more alternative responses:

Example:

Should I telephone you or send an email? Do you want tea or coffee?

Yes/no interrogatives and alternative interrogatives are introduced by an auxiliary verb.

WH- interrogatives are introduced by a *wh-* word, and the response is open-ended.

Examples:

What happened?
Where do you work?
Where do you live?

Questions are sometimes tagged at the end of a statement.

Examples:

Sumon plays the piano, *doesn't he?*
We've forgotten the milk, *haven't we?*
It's hot today, isn't it?

These are known as **tag questions**. They consist of a main or auxiliary verb followed by a pronoun or introductory *there.*

Transformation of assertive sentences to interrogative

Read the following rules to remember while transforming assertive sentences to interrogative.

- You cannot change the meaning of sentences.
- If the assertive sentence is in affirmative or positive, you have to use negative expression in interrogative and if it is in negative, you will use the affirmative or positive expression in interrogative.

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- An interrogative sentence may start with either a wh-word or an auxiliary verb.

Here are some **examples** with explanations.

Examples:

Assertive: He is a famous player of this country.

Interrogative: Is he not a famous player of this country? ***(To show positive sense)***

Assertive: We do not play in the sun.

Interrogative: Do we play in the sun? ***(To show negative sense)***

Explanation: Here, you only have to place the auxiliary verb at first and then the subject. And, the sentence which is positive, is changed into negative and which is in negative, is changed into positive.

Examples:

Assertive: My brother has never visited India.
Interrogative: Has my brother ever visited India?

Explanation: Here, only the word **'never'** is changed into **'ever'** and the rest are in the same structure.

Examples:

Assertive: He has nothing to do in this situation.
Interrogative: Has he anything to do in this situation?

Explanation: Here, only the word **'nothing'** is changed into **'anything'** and the rest are in the same structure.

Examples:

Assertive: Everybody wants to be happy in life.
Interrogative: Who does **not want** to be happy in life?

Assertive: All were present in the last meeting.
Interrogative: Who were not present in the last meeting?

Explanation:

Here, you have to use a wh-words-**'who'** in the beginning and the rest parts are in same structure. And **'Everybody/everyone/all'** are positive in sense, so the interrogative structure should be negative.

Examples:

Assertive: Nobody believes a liar in this world.
Interrogative: Who believe a liar?

Assertive: None helped him yesterday.

Interrogative: Who helped him yesterday?

Explanation: Here, you have to use a wh-word-**'who'** in the beginning and the rest are in same structure. And **'Nobody/none/no one'** are negative in sense so the interrogative structure should be affirmative.

Exercise

Change the following assertive sentences into interrogative.

1. It was a great sight.
2. No one can tolerate this.
4. Nobody salutes the setting sun.
5. Gulliver could hear his watch ticking in his pocket.
6. It is useless to cry over spilt milk.
8. The beauty of nature is beyond description.
9. Everybody has heard of Darwin.
10. He has his dinner at seven every evening.
11. I told him to practise regularly.
12. Virtue has its own reward.

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Lesson 4: Imperative Sentence

Look at the following sentences. What do they have in common?

What do all of the following sentences have in common?

1. Enjoy yourselves.
2. Give me some time to decide.
3. Feel free to write when you need.
4. Give me your phone number
5. Don't shut the door
6. Stop!

Imperative sentences are used for requests, suggestions, advice, or commands. Generally the subjects are missing here and the sentences begin with verbs. Imperative sentences are widely used in social communication especially in conversation. The above sentences are positive imperatives. However, in the negative imperative sentences, we commonly use contracted forms. Now look at the examples below:

1. Don't eat my banana.
2. Don't wait for my answer.
3. Don't neglect your study.
4. Don’t shout.

Work in pairs. Make a list of some of the instructions your teachers give you in the classroom. Example:

1. Read the passage.
2. Look at the picture.

The following text shows the procedure of cooking chicken biryani. Some words are missing here. Now work in pairs to complete the text; you may select words from the given box below:

remove	cook	marinate	cover	drain	add
wash	heat	take	turn off	spread	end

Cut and _____the chicken. _____water from the chicken. _____red chili powder, garammasala powder, cumin powder, coriander powder, ginger paste, garlic paste, jaifal, jaiotri, yogurt and one tablespoon salt to the chicken and mix all of them very well. Leave it to _____for one hour. Wash the rice. _____five cups of water in a deep pan and bring the water boil. When the water boils, add rice, two pieces of cardamom, two pieces of cinnamon sticks, two pieces of bay leaves and one table spoon of salt. _____the rice until nearly done. Drain and keep it aside. _____oil in a pan. Add one chopped onion and fry until deep golden brown. _____the fried onion from the pan and keep aside. Add marinated chicken. Cook it in medium heat around 25-30 minutes or until chicken becomes tender. Take a heavy bottom pan and _____alternate layers of chicken and rice. Carefully _____it with rice layer and spread ghee on top of the rice. _____the pan with lid. If the lid is not tight, seal the edge with flour dough. Cook it in low flame around 20-25 minutes. _____the burner and leave it for another 20 minutes. Spread the fried onion over the biryani.

Lesson 5: Exclamatory Sentence

Exclamatory sentences express strong emotions. It doesn't really matter what the emotion is; an exclamatory sentence is the type of sentence needed to express it. Exclamatory sentences always end in an exclamation mark. So it's easy to spot them.

Examples:

What a stupid person he is!
How wonderful you look!

It is very important to know how to make exclamations because they are very common both in speaking and writing.

Look at the sentence below –

That is a piece of awful news. This is an assertive sentence expressing strong feeling. We can express the feeling more strongly using an exclamatory sentence. Look at the following sentence.

What an awful news!

Or

How awful the news is!

Look at another example:

Assertive: The baby has a very lovely smile.

Exclamatory: What a lovely smile the baby has!

Look at some more examples of exclamatory sentences below:

- The river is rising!
- I don't know what I'll do if I don't pass this test!
- Suddenly, a snake appeared in my path!
- This is the best day of my life!

Exercise

Change the following into exclamatory sentences:

1. It is very cold outside.
2. She sings very well.
3. He looks annoyed.
4. He is a very cruel man.
5. The weather is very foul today.
6. That is very interesting.
7. She is very tall.
8. It is very nice afternoon.

Lesson 6: Introductory *there*

Amin has his own room in a small house. Look at the picture of Amin's room and read the description below. As you read, notice the sentences beginning with there.

I have got my own room. In my room there is a bed, a table, a chair, a wardrobe and a television. *There is a window above the table.* The television is opposite my bed so I can watch it when I am in bed.

The wardrobe is on the left and my bed is on the right. *There is a computer on the table and books, pens and CDs are near the computer. There is a magazine and a camera on the bed.*

Discuss these questions in pairs.

1. Does the description mention everything you see in the picture? What is not mentioned in the description?
2. How many sentences start with *there.*
3. How do you start a sentence to say where something is?

Look at some more examples of sentences beginning with *there.*

> **There is** a discussion this afternoon. It will start at four. **There has been** an accident. I hope no one is hurt.

There in the sentences above are known as ***introductory there***. In these sentences *there* is used as the subject. Can you write more sentences with *introductory there*?

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Complete the sentences to introduce a new topic or piece of information.

There is a ----------

There has been ----------

There was ----------

In pairs discuss when and where you may use this kind of *there*.

Now, read the following section to know more about the use of *there*

In English, the *introductory there* is used to introduce the sentence.

- *There is* a hole in my shoes. (More natural than *A hole is in my shoes*.)
- *There is* a bridge over the river.

There are is used with plural subjects. Examples:

- *There are* two people in the room.
- Once upon a time *there were* three bears in a forest.

Read the following section to check the use of *introductory there*:

When we talk about numbers or quantities, we frequently say-

> *There was* a lot of rain yesterday. *There were* less than two hundred people in the hall.

Again, if we want to say where something/somebody is/ was/likely to be, we use sentences as follows:

> *There use*d to be a playground at the end of the lane. *There are* many gardens in the city. I wonder if *there will be* anyone there. (= at that place)

There is also used with infinitives:

There was nothing to watch on television. *There* is a lot of work to do.

We use a singular verb if the noun phrase is singular:

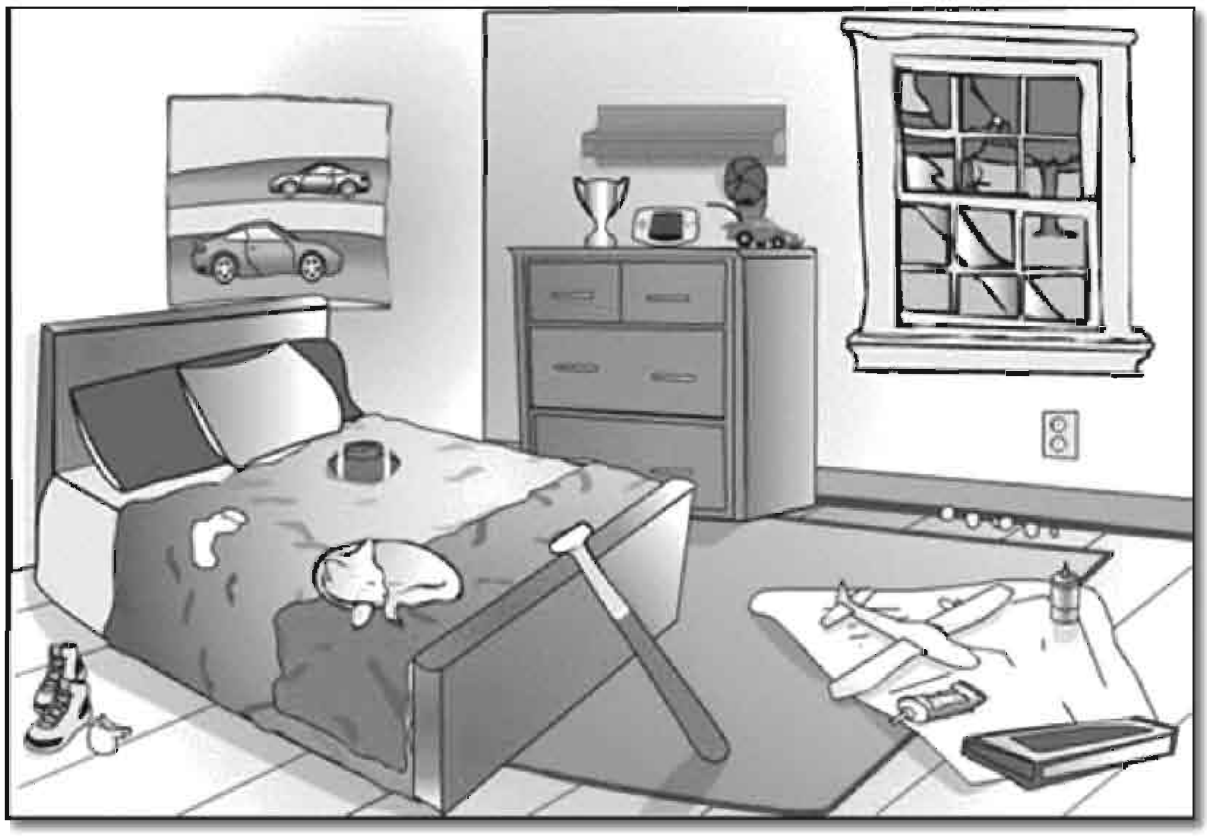
There is a meeting this evening. It will start at seven. *There* was a lot of rain last night. *There* is someone waiting to see you.

We use a plural verb if the noun phrase is plural:

There are more than ten people waiting to see my father. *There* were a lot of people doing the work.

Exercise

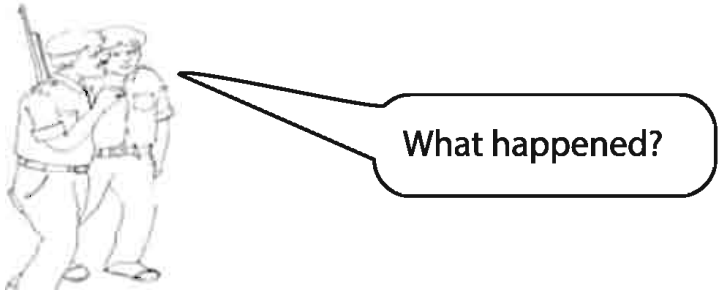
Look at the picture of a room. In pairs, say ten sentences to describe the things that you can see in the room. Use There is../There are... .Then, write tens sentences to describe your classroom using the same expression/s..

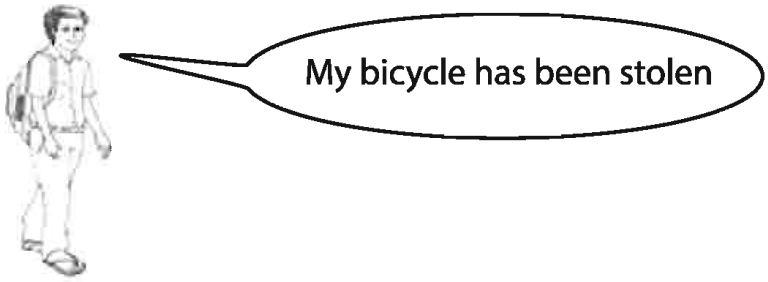


UNIT 8 Voice

Lesson 1: An Introduction

Read the following question and the answer:





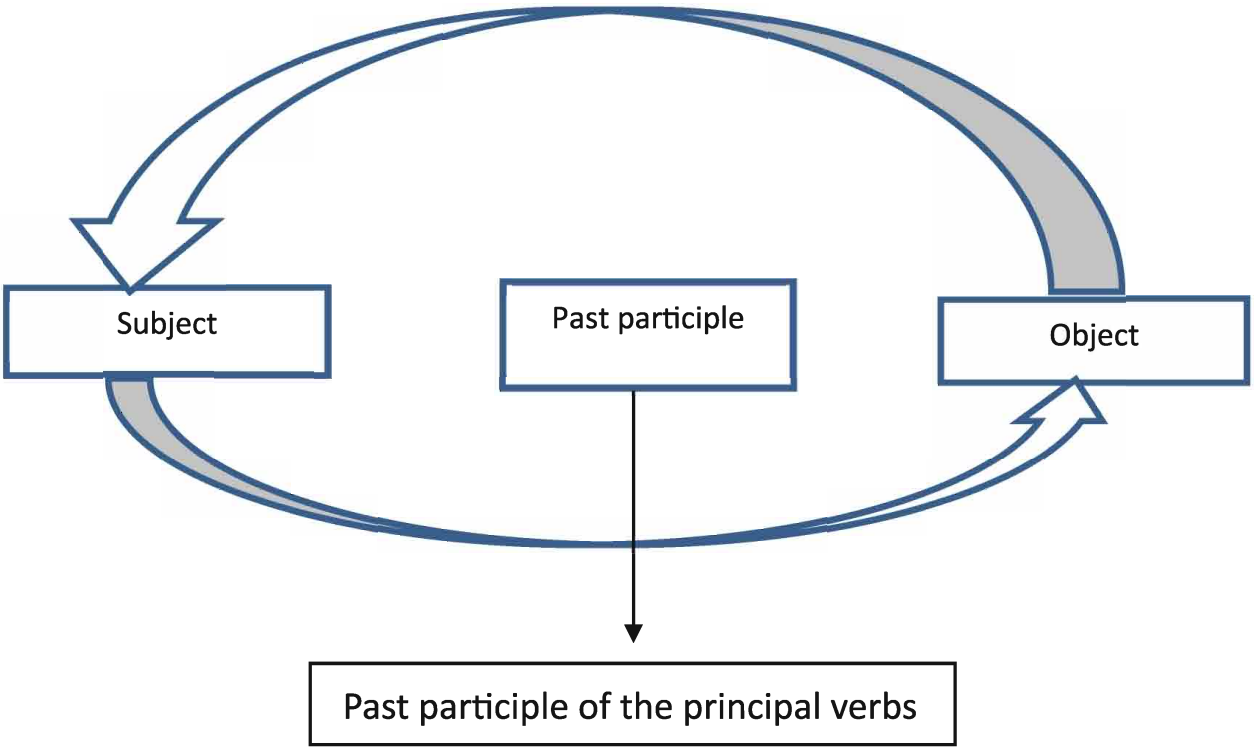
Read the sentences in column A and compare each of them with column B. Discuss in pairs what differences you can see in the two sentences of the same row.

A	B
I compose an email.	An email is composed by me.
He eats a mango.	A mango is eaten by him.
Bashir helped the old man.	The old man was helped by Bashir.
We know them.	They are known to us.
The mother is feeding the baby.	The baby is being fed by the mother.

Although the two sentences in the same row express the same meaning, their structures are different. Have you noticed that once the **doer** is focused and once the **action**? There are two types of voice in English ***active*** and ***passive*.** When the doer is focused, we use ***active voice*** and when the action is focused, we use ***passive voice***.

There are some rules for active and passive voices. Look at them:

1. The subject (e.g. I, he, Bashir, we, the mother in the previous activity) of the verbs in column A become the objects (me, him, Bashir, us, the mother) in column B.



2. The main verbs (e.g. compose, eat, help, know, feed) become past participle (composed, eaten, helped, known, fed)

3. Auxiliary verb 'be' (am, is, are, was, were) is used before the past participles in each sentence according to the tense of the verbs. You will see later that auxiliary verbs such as *have, has, had, has been, have been, had been, is being, am being, are being, was being, were being, will be, can be, will be being,* etc. are used before the past participle.

4. **Usually** 'by' is used before the object of the passive sentences.

Read the text and underline the passive sentences.

Bangla is our mother tongue. We take pride in it. On 21st February, 1952, our valiant sons laid down their lives for the cause of establishing our mother tongue as state language. To commemorate their sacrifice, the day was declared as international Mother Language Day in 1999 by UNESCO.

International Mother Language Day is celebrated worldwide every year of 21st February. The main purpose of celebrating this day is to promote the awareness of language and cultural diversity all over the world.

International Mother Language Day is celebrated to remember the martyrs who were killed for our mother language. The day is also celebrated to convey the message of their sacrifice to the next generation.

Now, compare your underlined sentences and discuss their uses with your partner.

Change the following sentences to passive. Follow the structure: Subject + be verb + past participle + by + object. One is done for you.

1. I did the work (*The work was done by me)*
2. The girl is singing a song.
3. We ate our meal.
4. The boys are playing tennis.
5. They draw pictures.

Read the following sentences and think if the sentences can be transformed into passives. Discuss with your friend why it is possible or not possible to change them into passive:

1. He is a student.
2. I have a pencil.
3. Sonargaon is an old city.

Note: Only sentences with 'action verbs' (verbs which indicate some work or action) can be changed to passives. But sentences with stative verbs which indicate some condition like *be, have,* cannot be changed into passive form.

Lesson 2: Voice of Present Tenses

Active: I write an application.

Passive: An application is written by me.

Structure: Subject + be verbs (am, is, are)+ past participle of the main verb + by + object

Now, change the following sentences into passive:

a) We read novels.

b) Najibur pulls the cart.

c) My mother tells me a story.

d) We love our country.

e) The fisherman catches fish in the river.

Present indefinite questions & negatives

Look at the table below to understand the change of active to passive:

Active	**Passive**
Do you play cricket?	Is cricket played by you?
What do you want?	What is wanted by you?
Why does he call me?	Why am I called by him?
Don't you sing a song?	Isn't a song sung by you?

Work in pairs to change the following questions to passives. Follow the passive structure Do/does/what/why/ --- + auxiliary verb + not (if the sentence is negative) + past participle + by + object.

a) Do you like tea?

b) Doesn't mother cook rice pudding?

c) Why do they like you?

d) When does your father read newspaper?

e) What do you say?

f) Doesn't your sister teach you English?

Voice of Present Continuous

Active: I am eating an apple.

Passive: An apple is being eaten by me.

Structure: Subject + be verb+ being + past participle + by + object

Present Continuous questions & negatives

Look at the table below to understand the change of active to passive:

Active	**Passive**
Are you composing an e-mail?	Is an e-mail being composed by you?
Aren't you writing a letter?	Isn't a letter being written by you?

Now, change the following questions to passives in pairs.

a) Is she watching television?

b) Are they playing chess?

c) Is Mr Samir teaching you English?

d) Is the mother feeding the baby?

e) Is the head teacher calling me?

Present Perfect Tense

Active: I have eaten a banana.

Passive: A banana has been eaten by me.

Passive structure: Subject + have/has + been + past participle + by + object

Change the following sentences into passive and compare your answers with those of your friend:

a) Alim has opened the window.
b) I have read the news.
c) We have won the match.
d) The hungry boy has eaten all the mangoes.
e) Have they done the work?

Present Perfect Questions

Structure: Have/has + subject + been + past participle + by + object

Active: Have you made it?

Passive: Has it been made by you?

Active: Has he not read the novel? (Hasn't he read the novel?)

Passive: Has the novel not been read by him? (Hasn't the novel been read by him?)

Lesson 3: Voice of Past Indefinite

Active: I called you.

Passive: You were called by me.

Structure: Subject + be + past participle + by + object

Change the following sentences into passive:

Active	**Passive**
We wrote stories.	
Sorwar caught a huge fish.	
F. R Khan built the Sears Tower	
My teacher solved the problem.	

Past Simple questions

Structure: Be + subject + past participle + by + object; if there are two objects, one becomes the subject and the other is put just after the past participle. See the example below

Active: Did you show me the picture? (Here the objects are : me, picture)

Passive: Was the picture shown me by you?/ Was I shown the picture by you?

Active: Didn't I give you the book?

Passive: Wasn't the book given you by me?/ Weren't you given the book by me?

Active: What did you say?

Passive: What was said by you?

Change the following sentences into passive:

a) Did the farmer grow onions?

b) When did you do that?

c) Which house did you buy?

d) What did he write?

e) Did she not eat mangoes?

Past Continuous

Read the following examples:

Active: I was reading a novel

Passive: A novel was being read by me.

Active: Matin was calling me.

Passive: I was being called by Matin.

Now, change the following sentences to passives. Follow the structure to change into passive - subject + be verb (was/were) + being + past participle + by + object:

a) They were pelting stones.
b) My friend was waiting for me.
c) The student was answering the questions.
d) The farmers were harvesting paddy.
e) The head master was giving advice.

Read the following actives and passives:

Active: Was she not teaching her son?

Passive: Was her son not being taught by her?

Active: Wasn't she listening to music?

Passive: Wasn't music being listened by her?

Past Perfect

Read the following active and passive sentences:

Active: You had done the work.

Passive: The work had been done by you.

Active: They had given me the dictionary.

Passive: The dictionary had been given to me by them/ I had been given the dictionary by them.

Now, change the following sentences to passives. Follow the structure – Subject + had + been + past participle + (one of the two objects, if there are two) + by + object. Then get your answers checked by your friend.

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a) We had finished the work at 9.

b) My father had built a house.

c) Bashir had completed his studies.

d) They had bought a house.

e) He had dreamt a nice dream.

Read the examples first and then change the following sentences to passives. Follow the structure: Had + object + (not, if the sentence is negative) + been + past participle + by + object:

Active: Had you taken lunch?

Passive: Had lunch been taken by you?

Active: Had they not sung the national anthem?

Passive: Had the national anthem not been sung by them?/ Hadn't the national anthem been sung by them?

Change the following sentences into passive:

a) She had prepared two cups of tea.

b) Had you consulted the Longman dictionary?

c) Hadn't you drunk coffee?

d) The Head Teacher had invited the guardians.

e) My daughter had drawn those pictures.

Lesson 4: Future Simple

Read the following active and passive sentences:

Active: I will do the sums

Passive: The sums will be done by me.

Active: They will play the match.

Passive: The match will be played by them.

Now, change the following sentences to passives and compare your answers with those of your friends. Follow the structure: subject + will + be + past participle + by + object

a) The boy will play football.
b) We will welcome the chief guest.
c) We will help the poor.
d) Nasir will not eat bananas.
e) They will run a race.

Future Simple questions

Read the following questions and their passive forms:

Active: Who will help me?

Passive: By whom will I be helped?

Active: What will he do?

Passive: What will be done by him?

Now, change the following sentences to passive:

a) What will you make?
b) Will you do me a favour?
c) Who will collect the information?
d) Will you bring the book?
e) Will you tell me?

Future Continuous

Active: I will be eating apples.

Passive: Apples will be being eaten by me.

Active: We will be playing chess.

Passive: Chess will be being played by us.

Now, change the following sentences to passive:

a) He will be reading English.
b) My father will be buying a dress.

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c) The farmers will be preparing the soil.

d) We will be practising badminton.

e) The students will be speaking English.

Lesson 5: Passives with Modals

Have a look at the following active and passive sentences.
Active: I can do this.
Passive: This can be done by me.

Active: He would drive the car.
Passive: The car would be driven by him.

Active: We should help the distressed.
Passive: The distressed should be helped by us.

Now, change the actives to passives following the structure: Subject + modal verb + be + past participle + by + object:

a) I will teach him.

b) We ought to practise English speaking.

c) We should obey our parents.

d) Karim could operate the machine.

e) You may do the work.

Passives of imperative sentences

Read the following active and passive sentences and discuss with your partner.

Active: Do the work.
Passive: Let the work be done.

Active: Help the poor
Passive: Let the poor be helped.

Now, change the active to passive following the structure: Let + subject + be + past participle + by + object.

a) Bring the book.

b) Open the door.

c) Let me drink coffee.

d) Let him do the work.

e) Do not phone me.

Exercise

A) **Change the actives to passives and the passives to actives:**

1. I did not do it.
2. They play cricket.
3. We are known to them
4. Was the boy playing chess?
5. She has compiled the articles.

B) **The following sentences are passive. Correct the sentences with appropriate forms of verbs and words:**

a) The flute is play by Ali.

b) Your friend is know by me.

c) The bridge is construct by the chairman.

d) The mango is sell by the shopkeeper.

e) The match has being won by the class eight students

C) **Change the active to passive:**

a) Babul broke the glass.

The glass _____ by Babul.

b) Babul is breaking the wall.

The wall_____by Babul.

c) We drink water.

Water_____by _____.

d) Who has written the letter?

_____has the letter _____written?

e) Abonti was operating computer.

Computer _____by Abonti.

D) **Change the active sentences to passive:**

a) Is she drawing a picture?

b) Was your brother reading newspaper?

c) I was not playing games.

d) I watch English cartoons.

e) We will speak English.

E) Change the active to passive and vice versa:

a) Is a car being driven by him?

b) The cow eats grass.

c) I take care of my parents.

d) Did you sow the seeds?

e) He will make me a call.

F) Change the actives to passives:

a) Give me the pen.

b) Do not call me.

c) Who calls you?

d) I do not eat sugar.

e) Did you dig the hole.

UNIT 9 Direct and Indirect Speech

Lesson 1: Assertive Sentences

Look at the following conversation and follow the changes when some message is reported to others:

Teacher: What did you eat?

Sukumar: I ate bread and butter.

Teacher: What did Sukumar say, Asif?

Asif: Sukumar said that he had eaten bread and butter.

Teacher: Asif, how can you convey the same message in a different way?

Asif: Sukumar said, "I ate bread and butter."

Now discuss in pairs how the following two ways of reporting are different:

Sukumar said, "I ate bread and butter."

Sukumar said that *he had eaten bread and butter*.

When you finish talking, read the following text:

In every language, we need to report messages, speeches, comments, and requests of a person or persons to others. We can report exactly what another person has said, e.g.: *Sukumar said, "I ate bread and butter"* or we can change the speech in our own words, e.g.: *Sukumar said that he had eaten bread and butter.* The first type of sentence (speech) is called **Direct Speech**. On the other hand, the second kind is called **Indirect or Reported Speech** as the reporter conveys the message in his/her own way. However, we have to follow some rules to change the direct into an indirect speech.

Now, read the following Direct and Indirect speech forms and notice what we need to consider in changing direct speech into indirect.

Direct Speech: He said, "I am ill."
Indirect speech: He said that he was ill.
Now, work in pairs to identify the areas where changes have occurred in indirect speech. Then have a close look at the indirect speech to note the changes. The changes have been shown in italics.

He said *that he was* ill.

Added as a linker — 'I' changed to 'he' — 'is' changed to 'was'

Features:

- 'that' has been added as a linker
- first person 'I' in the Direct Speech has been changed to 'he', based on the subject of the reporting verb 'he'
- the verb 'am' has been changed to 'was', based on the verb 'said' and its tense.

Different parts of a direct speech have different names. Have a look at the following direct speech:

He said to me,	"My father called me"
Reporting verb	Direct Speech
Object to the reporting verb	Subject of the verb in the Direct Speech (my father)
Subject to the reporting verb	Object to the verb in the Direct Speech (me)

Although the changes occur differently in case of five different kinds of sentences (Assertive, Interrogative, Imperative, Optative, and Exclamatory) and tenses, some general rules apply to all of them. One thing should be kept in mind that there are some common things such as tenses, persons, and words indicating change in time and place.

Now, read the changes and discuss in pairs.

Changing tenses

If the reporting verb is in the past tense, the tense of the verbs of the reported speech also become past tense, but if the reporting verb is in the present or future tenses, the tense of the verbs in the reported speech remain as it is.

The tense changes as follows:

Tenses of verbs	**Change to**
Present Simple Abid said, "I like old songs".	Past Simple Abid said that he liked old songs.
Present Continuous Kona said, "They are playing cricket".	Past Continuous Kona said that they were playing cricket.
Present Prefect Motin said, "I have lost my watch".	Past Perfect Motin said that he had lost his watch.
Present Perfect Continuous Mina said, "I have been working for the poor".	Past Perfect Continuous Mina said that she had been working for the poor.
Past Simple Nikhil said, "I watched the film".	Past Perfect Nikhil said that he had watched the film.
Past Continuous Nadia said, "I was making a toy".	Past Perfect continuous Nadia said that she had been making a toy.
Past Prefect She said, "I had applied for scholarship".	Past Perfect She said that she had applied for scholarship

Tenses of verbs	Change to
Past Perfect Continuous He said, "They had been working hard".	Past Perfect Continuous He said that they had been working hard.

Note: If the reporting verb is in the past tense, the modal verbs also change. For example: 'may' changes to 'might', 'will' changes to 'would', 'shall' changes to 'should' and so on.

Example: He said, "Bina may ask her".
He said that Bina might ask her.

You will find the changes in modals later in this unit.

Now, look at the following examples:

Direct: Abonti said, "I have read the novel"

Indirect: Abonti said that she (Abonti) had read the novel.

Direct: My sister says, "It is good to get up early in the morning."

Indirect: My sister says that it is good to get up early in the morning.

Direct: Bela said, "I will come back soon."

Indirect: Bela said that she would go back soon.

Note: If the reported speech indicates habitual facts, historical events or talks about eternal (universal) truth, the tense of the verb in the reported speech does not change. Look at the following examples:

Direct: The Head Teacher said, "The sun rises in the east."

Indirect: The Head Teacher said that the sun rises in the east.

Direct: Atanu said to me, "I get up from bed at 6 in the morning every day."

Indirect: Atanu said to me that he (Atanu) gets up from bed at 6 in the morning every day.

Changing Persons

If you look at the indirect speech above, you will see that persons (nouns and pronouns) in the inverted commas have been changed in agreement with the subject and object of the reporting verbs.

Talk in pairs to find what rules have been followed in changing the persons. Now match your rules with the following:

1) The first person(s) of the reported speech is changed based on the person, number and gender of the subject of the reporting verb.
2) The second person(s) of the reported speech is changed based on the person, number and gender of the object of the reporting verb.
3) The third person(s) of the reported speech is not changed at all.

Have a look at the examples:

Direct: He said to me, "I respect you."

Indirect: He said to me that he respected me.

Direct: I said to him, "They have prepared their lessons."
Indirect: I said to him that they had prepared their lessons.

Some words expressing time (now, today, etc.), place and things (here, this, etc.) change if the reporting verb is in the past tense. Look at the examples:

Direct: He said, "I am working now."
Indirect: He said that he was working then.

Direct: My friend said, "I am coming today."
Indirect: My friend said that he/she was going that day.

Direct: Nayon said, "I come here every day."
Indirect: Nayon said that he went there every day.

Now talk in pairs to find more words that express time and place like now, today, here, this, etc. When you have finished, compare your list with the following:

Words	**Change to**
now	then
ago	before
today	that day/the same day
tonight	that night
tomorrow	the next day/the following day
yesterday	the previous day
last night	the previous night
next day/next week/next year	the following day/week/year
tomorrow morning/afternoon	the following morning/afternoon; the next morning/afternoon
yesterday morning/afternoon	the previous morning/afternoon
here	there
this	that
these	those
thus	in that way/so
come	go
hence	thence

Note: If the time and the place of reporting remain the same, we do not need to change the words as shown above. Look at the following examples:

Direct: The English teacher said, "The Inspector of schools will come today."

Indirect: The English teacher said that the Inspector of Schools will come today.

(The reporter is reporting at the time when they hear the news and they are reporting from the same place. So 'will', 'come' and 'today' are not changed.)

Direct: My maternal uncle said, "I was born here in Dhaka."
Indirect: My maternal uncle said that he was born here in Dhaka (reporter is in Dhaka).

Exercise 1

Change the following direct sentences into indirect in pairs.

1. Jenny said, "Two and two make four."
2. Mother said to the son, "You will come back tomorrow."
3. The farmer said, "I grew the vegetables in my farm."
4. The teacher said to the boys, "I love you all."
5. The man said, "The sun is hot."
6. The shopper said, "I bought flour from this shop."
7. The visitors said to me, "We like your art work."
8. The player said, "I kicked the ball forcibly."
9. The teacher said to the student, "You have forgotten the lesson."
10. I said to my mother, "I go to bed at 11 every night."

Lesson 2: Interrogative sentences

You read and practised how to change the Assertive direct sentences to indirect in the previous lessons. Now, have a look at the following direct and indirect speech forms.

Then work in pairs and make a list of rules how they have been changed.

Direct: He said to me, "What did you eat in the morning?"
Indirect: He asked me what I had eaten in the morning.

Direct: He said to her, "When will you come?"

Indirect: He asked her when she would go.

Direct: My father said to me, "Are you going to school today?"

Indirect: My father asked me if (whether) I was going to school that day.

Now compare your rules with the following:

If the reported speech is an interrogative sentence,

1) The reporting verb changes to *ask/demand/enquire of/want to know*, etc.
2) If the question starts with Wh-words, the Wh-words act as connectors.
3) If the question can be answered with 'yes' or 'no', 'if'/'whether' is used as a linker.
4) When an interrogative direct speech is changed to indirect, it becomes an assertive sentence.
5) Other rules mentioned earlier are applicable here, too.

Exercise 2

Change the following direct sentences to indirect individually and then compare your answers in pairs:

1. The student said to me, "Did you call me?"
2. I said to my mother, "Will you come to collect me from school?"
3. The teacher said to Abonti, "How do you come to school?"
4. He says to me, "Do you know me?"
5. The bus conductor said, "Have you paid the fare?"

Lesson 3: Imperative Sentences

Read the direct and indirect speech forms and identify the rules which have been applied to change them to indirect.

Direct: The poor man said, "Please, give me a piece of bread."
Indirect: The poor man requested to give him a piece of bread.

Direct: The father said to the son, "Do not eat junk food?"
Indirect: The father forbade the son to eat junk food.

Direct: The teacher said to the students, "Go to your classroom."
Indirect: The teacher asked students to go to their classroom.

Direct: The boy said to the man, "Sir, give me your pen, please."
Indirect: Addressing the man as Sir, the boy requested him (the man) to give him (the boy) his pen.

Now, compare the rules you prepared with those given below:

1. As per the sense of the reported speech, the reporting verb changes to *tell/order/command/request/beg/forbid/ask*, etc.
2. 'to' is used as a connector and if the reported speech is negative, 'not to' is used as a linker.

When there is 'let us' in direct speech, it indicates proposal or suggestion. In case of such sentences, reporting verb is changed to propose or suggest. 'Let' is replaced by 'should'.

Look at the following examples:

Direct: Atanu said, "Let us play cricket."
Indirect: Atanu proposed/suggested that they should play cricket.

Direct: The chairperson said, "Let us drop the matter."
Indirect: The chairperson proposed that they should drop the matter.

Direct: Ria said, "Please let me go now."
Indirect: Ria requested that she might/might be allowed to go then.

When 'let' indicates permission, 'let' changes to 'might' or 'might be allowed to'. The reporting verb may remain the same or can be changed to 'request/might/might be allowed to' based on the sense of the sentence.

Look at the examples:

Direct: He said, "Let me go."
Indirect: He said that he might/might be allowed to go.

Direct: My brother said, "Let me watch television."
Indirect: My brother said/requested that he might/might be allowed to watch television.

Exercise

Change the following imperative sentences into indirect speech and then compare your answers in pairs:

1. The father said, "Do not tell a lie."
2. He said, "Let me help you."
3. Mother said to me, "Go to bed at once."

4. The farmer said, "Let us dig the soil."
5. The teacher said to the students, "Let us finish today."
6. The teacher said, "Do not laugh at the poor."
7. The student said to the Headmaster, "Sir, grant me a full free studentship, please."
8. The Headmaster said to the students, "Always speak the truth."
9. The police said to the agitating people, "Stop shouting!"
10. Asfaq said to the boys, "Speak in English, please."

Lesson 4: Optative sentences

Read the following sentences individually and then work in pairs to find the rules followed to change them to indirect speech forms:

Direct: She said to me, "May you prosper in life."
Indirect: She wished that I might prosper in life.

Direct: Mother said to her daughter, "May God help you."
Indirect: Mother prayed that God might help her daughter.

Direct: They said, "Long live our Prime Minister."
Indirect: They wished that their Prime Minister should live long.

Direct: The English teacher said, "Good morning, my students."
Indirect: The English teacher wished his/ her students good morning.

Now, compare the rules you have identified with the following:

1. The reporting verb changes to 'wish'or 'pray'.
2. 'That' is used as a connector
3. The optative sentence becomes a statement when made indirect.

4. Although 'may' is not there in the reported speech, its past form 'might' is used in the indirect speech.
5. Sentences that indicate greetings, farewell, goodbye, etc., do not need to use 'that' as a connector. After 'wish'/'bid', the greetings are used to change the direct to indirect speech forms.

Exercise

Change the following direct sentences to indirect speech in pairs:

1. Father said to me, "May you get a good grade in the JSC examinations!"
2. The saint said to the students, "May God bless you all!"
3. Mother said to Kajol, "May you live healthy!"
4. Ponkoj said to Amin, "Goodbye my friend."
5. Atanu said to his mother, "Good night."

Lesson 5: Exclamatory Sentences

Read the following direct and indirect speech forms and try to guess the rules followed to change the direct to indirect.

Discuss in pairs and make a list of the rules.

Direct: The players said, "Hurrah! Our team has won the match."
Indirect: The players exclaimed (cried out/shouted) with joy that their team had won the match.

Direct: The boy said, "Alas! My father is no more alive."
Indirect: The boy exclaimed with sorrow that his father was no more alive.

Direct: Faridul said to Fahim, "What a nice bird it is!"
Indirect: Faridul exclaimed with joy to Fahim that it was a very nice bird.

Direct: He said to me, "What a funny boy you are!"
Indirect: He cried out in joy that I was a very funny boy.

Now, compare your rules with the following:

1. Based on the sense of the reported speech, the reporting verb changes to *exclaim, cry out in/with joy/sorrow/grief/wonder/surprise, shout in joy/sorrow/grief/wonder/surprise .*
2. 'That' is used as connector
3. The indirect speech becomes an assertive sentence.

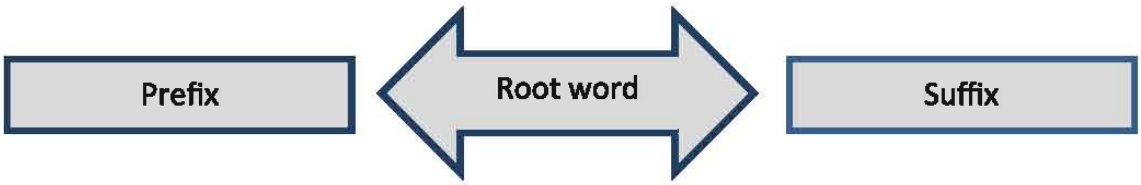
Exercise

Now, change the following sentences to indirect speech in pairs:

1. The boy said, "What a stupid boy I am!"
2. The man said, "What a sad story it is!"
3. The doctor said, "What a terrible wound it is!"
4. The boy said, "Hurrah! Our school team has won the debate competition."
5. My class teacher said to me, "How brilliant you are!

UNIT 10 Suffixes and Prefixes

Lesson 1: An Introduction



un-comfort-able

(un = prefix; comfort = root word; able = suffix)

Now, separate the root words, affixes (prefixes and suffixes) of the following words and compare your answers with your partner:
unfair, empower, dishonest, misunderstand, helpful, player, coming, shortly.

A. Now, ask and answer the questions in pairs.

What is the common name of the groups of letters added to the root words to form new words?

What is known as a prefix?
What is a suffix?
Why do we use prefixes and the suffixes?

So, you can understand that an affix is a group of letters added to a word to change its meaning and parts of speech. Some affixes can be added to the front of words and some others at the back. An affix added to the beginning of a word to form a new word with new meaning is known as a prefix. For example, *'mis'* in misunderstand, and *'un'* in untie are called prefixes.

The most common prefixes in English are – *dis, in, re, un*. These four cover most of the prefixed words. On the other hand, the most common suffixes are – *ed, ing, ly, es*. They also cover most of the words made with suffixes.

B. Look at the following words that have added some letters at the end of the words (suffix). Try to separate the root words and the suffixes.

powerful, kindness, suddenly, latest, player

C. Now, read the most commonly-used prefixes, their meaning, and examples from the following table.

Prefix	**Implied meaning**	**Examples**
en	increase	enrich, encourage, enlarge, enjoy, endanger
un	not	unhappy, unjust, uncommon, unpaid, unready
re	again	rewrite, reenter, recall, return, rethink
in, im, ir	not	incorrect, impossible, irrelevant, irregular
dis	opposite	dislike, discomfort, dishonour, dismiss, disclose
non	not	nonsmoker, nonstop, nonregistered, non-Indian
im	not/opposite	impossible, impure, impatient, immoral
over	above /extra	overtime, overwork, overweight, overnight,
Il	opposite	illegal, illiterate, illegible, illogical, ill-practice
mis	wrong	misdeed, mistake, misguide, misunderstand
sub	under	substation, submarine, subcommittee, subdue
anti	against	anti-nuclear, anti-aircraft, anti-liberation

D. Look at some prefixes, their meaning, and words formed with them.

Prefixes	**Implied meaning**	**Words formed**
under	small/little	undersize, underpaid
co	with/together	co-author, coordinator

mal	opposite/bad	malpractice, malnutrition
de	opposite	defrost, deform
fore	front/before	forehead, forecast

E. Look at the most commonly-used suffixes, their meaning, and words made with them from the following table.

Suffixes	**Implied meaning**	**Words/Examples**
s, es	pluralize/make a verb singular	books, goes
ed	form past tense/ past participle/adjective	helped, (had) helped
ing	form present participle/ adjective/ gerund	running, running car
ly	Indicate *how, 'when, where, or* something happens	slowly, friendly
er	1. indicates a person who does a particular work	player, farmer
	2. make comparative degree	bigger, taller
ic	having qualities	heroic, patriotic
able, ible	able to be	comparable, invisible
ness	indicate state, condition, degree	brightness, kindness
ful	having something	powerful, handful
ment	completion	payment, punishment

Exercise 1

Make five new words using the following suffixes ing, ic,er, ful, es. Then compare your answer in pairs.

Exercise 2

Ask and answer the questions in pairs. Use affixes in your answers. You can choose the affixed words below. The first one is done for you.

invisible, recently, shortly, unkind, illegal

Question: Is Mr. Rahman kind to the poor people?
Answer: No, he is unkind.
When are you coming back?
Is the moon visible in the new moon?
Is it legal to drive a car when the red light is on?
When has your father come from abroad?

Exercise 3

Read the text and use affixes (prefixes and suffixes) to make the story grammatically correct. Then compare your answers with your partner.

Farzana began her journey when she receive an urgent call from her mother. Her journey was comfort because of bad weather. She was look for an umbrella as it was rain heavy. There was no rickshaw in the road. However, Farzana was astonish to see the kind of an auto driver. Hear her trouble, the drive offer her a lift. She was thank to the driver for his kind. "I will remember your help for long period of time" said Farzana. The driver polite made a bow, lowered his head towards Farzana and left the place.

UNIT 11 Capitalisation and Punctuation

Lesson 1: An Introduction

Read the story given below and discuss with your partner where the capital letters have been used:

There was a poor boy named Rakib. He lived in a small village of Ghorasal in Palash upazila under Narsingdi district. His mother died on a Sunday in January 1994. At that time, Rakib was only five. When he was 12, he started to work in a rich man's family as a domestic help since his father was not in a position to bring him up. Rakib used to obey the orders of the family members although Mojnu, the only son of the rich man, did not like to get things done by Rakib. Rakib was happy to see his master's son Mojnu going to a school named Fulkuri High School. Although he had to work hard, he used to ponder upon the things and events around him whenever he could find time. "I want to learn what my master's son is learning" said Rakib to himself. He made friendship with Mojnu. Mojnu used to tell stories to Rakib about the successes of some hard-working people with a view to inspiring his friend. He also used to tell stories about some countries such as Singapore, Australia, and Japan. Rakib thought, "If I could go to the countries!" He started to learn English and Japanese languages through watching TV, and by reading books named *Learn English*, *Learn Japanese*. Alongside learning languages, he started to learn about different nations such as the French, the Americans, and the Indians. By this time Rakib was 22. He became a member of the local Library near the high school and used to borrow books from there. By reading books and through holding dialogues with his friend, he acquired knowledge equivalent to a secondary school passed student with good grade. Last week he read about the Declaration of Independence of Bangladesh and about the French Revolution which made him more aware of his rights and responsibilities. He got a job in a Singapore Dockyard through browsing the Internet at the library.

The senior members working voluntarily at the library were of great help in this regard. **R**akib's hard work started to make his long-cherished dream a reality. **R**akib is grateful to **A**llah for **H**is help to make his plan successful.

Work in pairs and make a list where capital letters are used in writing. The first one is done for you. *(The first letter in a sentence becomes capital.)*

Now compare your list with the one given below.

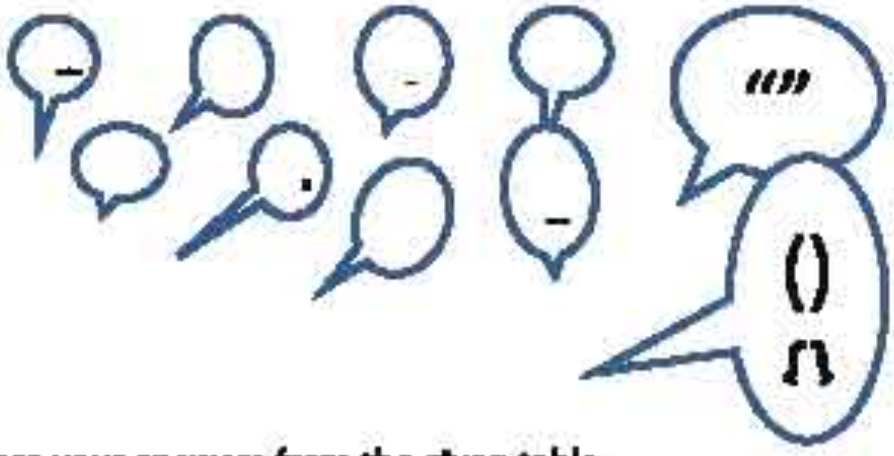
Features of Capitalisation

1. The first letter of the first word in a sentence (*The bird is flying.*)
2. Names of people (Rakib, Mojnu, Rahim, Ratan, etc.), places (Ghorasal, Palash, Narsingdi, Dhaka, London, etc), days (Sunday, Monday, Tuesday, etc.), months (January, February, March, etc.), rivers (the Padma, the Ganges, the Megna, the Buriganga, etc.), mountains (Mt. Everest, Mt. Cook), huge constructions (the Sears Tower, the Eifel Tower, etc.) start with capital letters.
3. Names of organizations (Savar High School, High Court, Notre Dame College, World Bank, etc.) begin with capital letters.
4. The pronoun "I" always is capital (As he called me for help, I helped him).
5. Names of nations (Bangladeshis, Americans, British) begin with capital letters.
6. The main words in a title of a book or of a chapter or an article (*Learn English*, *Learn Japanese*; *Great Expectations*; *The Liberation War of 1971*, etc.) start with capital letters.
7. The main words of historical events or documents (Declaration of Independence, French Revolution, etc.) always start with capital letters.

8. Letters and acronyms that stand for names or organizations (UNICEF, TV, IELTS etc.) have to be written with capital letters.
9. Names of the Almighty and related pronouns are always capital (I am surprised to see God's power and His immense love for mankind).
10. The first word in Quotation Marks starts with a capital letter (He said to me, "Go home at once").

Lesson 2: Use of Punctuations

Look at the following punctuation marks and discuss in pairs what their names are and why they are used.



Now compare your answers from the given table.

Punctuation Marks	Functions
?= (Question Mark or Note of Interrogation)	It is used at the end of an interrogative sentence like: *What is your name please? Where do you live? What does your father do? Is it a rose? Was he happy to see you?* It is also used in brackets to express a doubt: His mother died of cancer (?). Generally you have to stop for a second after this mark.

Punctuation Marks	**Functions**
! = ('Note of exclamation' or 'Exclamation Mark')	It is used to express strong feelings such as *astonishment, delight, and anger*. For example: What a huge snake (it is)! Wow! What a great shot (it is)! Go now! If I were a bird!
. = ('Period'. another name 'Full Stop')	After this mark, one must have a pause. It is used at the end of *Assertive, Imperative, and Optative sentences*. Example: ➢ Faridul is a good boy. ➢ Do not run in the sun for a long time. ➢ May Bangladesh live ling. It is also used in abbreviations: Example: ➢ Ph.D. ➢ M.Phil. ➢ M.A. ➢ B.B.A.
, = (Comma)	A comma is used ➢ to separate the items in a list such as mangoes, oranges, jackfruits, etc. ➢ to address someone: *Dear Rakib, Dear Sir, My dear friends*, etc. ➢ to separate Introductory 'Yes, No, Well', etc. ➢ to separate an adverbial clause when used at the beginning of a sentence *(If it rains, I will not go to school).* ➢ Before the Quotation Mark *(e.g. My mother said, "Where are you going?")*
: = (Colon)	A colon is used ➢ after 'thus, as follows, the following' (*The list is as follows: rice 5 kgs, lentil 1kg, potatoes 2 kgs, and milk 2 litres.).*

Punctuation Marks	**Functions**
	➢ to separate two sentences of which the second clarifies the meaning of the first (I know Professor Motiar well: we lived together for five years.) ➢ to separate the speaker and their speech or words *(How can I help you, Sajjad?).*
; = (Semi-colon)	A semi-colon is used ➢ to separate different sense groups of a sentence or a list *(Our English teacher asked us to stop playing; to start working in the garden; and then to go home.).* ➢ If the clauses in a compound sentence are not connected with a coordinating conjunction like *and, but, etc. (To err is human; to forgive is divine).*
“”/'’= (Quotation Marks'or 'Inverted Commas)	Quotation marks are used ➢ to quote someone directly *(My father said, “Help the poor.”)* ➢ Indicate the names of books (*King Lear*, *Shesher Kobita*). ➢ Highlight a word ('I' is a personal pronoun).
'= ('Apostrophe').	It is used to: ➢ form the possessives *(Rahim's book, Children's Park, Boys' School, etc.).* ➢ make contracted form *(don't, isn't, wasn't, etc.).* ➢ indicate omission of a letter (7 O' Clock). ➢ form plural of a number and a letter *(five ten's make 50, How many A's are there in this word?).*
- =(Dash/ hypen)	It is used to ➢ indicate a sudden change in a sentence *(If I had huge money – Of course I should not talk about money).* ➢ To emphasise a previous idea *(Pankaj is a good*

Punctuation Marks	Functions
	student – perhaps the best). ➢ form compound words (father-in-law). (This is the shorter form often known as 'Hypen').
(1) {2} [3] =(Brackets') .	Brackets are frequently used in Mathematics. But they are also used to ➢ give some explanations of some words or ideas. Example: Some teachers use realia (real objects) in their teaching.

Exercise 1:

Read the following dialogue and use punctuation marks in each gap as necessary.

Disha: Did you call me yesterday_.

Papia: Sorry_ I forgot to call you_However_Nazrul called you_

Disha: Why did Nazrul call me_

Papia: He said_ _I want to give some things to Disha_

Disha: What are those things_

Papia: So far as I know_ they are a set of books_ a box of colour pencils_an Oxford Dictionary_ and a laptop_

Exercise 2:

Now, read the following application written by a class eight student. Work in pairs to decide why his English teacher has underlined some areas. Consider capitalization and the use of punctuation marks.

the head master
pogose high school
Dhaka sadar, dhaka

subject prayer for activating the school library

dear sir

with due respect, I would like to draw your kind attention to the fact that our school library has remained closed for a long time. The students of this school borrow books from the village library though that library has not a good collection of books. on the other hand, our school library has good books such as history of independence of Bangladesh encyclopedia britanica banglapedia and different english grammar books and dictionaries. in the last prize giving day you said you will make the school library functioning. We, the students, will be benefited if you take measures to open the library and make it running.

therefore we hope that your honour would be kind enough to take necessary steps to make the library useful for students

faithfully yours
Your most obedient pupil
Abidur rahman
class 8
roll No 10

Part II
Composition

THE WRITING PROCESS

The process of writing includes some steps. When you want to write a letter to your friends, relatives or to the Headmaster of your school, you should follow that process. Again, if you want to write a paragraph, composition or a story, you should know about the process. This process will help you to write freely.

Now, look at the three main stages of writing process:

The writing process also depends on:

- **Why** you are writing (purpose)
- **Who** are going to read it (e.g. friend, parents, Headmaster, Principal)
- **What** are you writing about (content)
- **Where** you are, how much time you have to write, etc. (situation)

In brief, the process of any piece of writing depends on:

- purpose
- readers
- content
- situation

Let us now, move to the steps in details:

Preparing to write

We need some preparations to write. When we write, we think of the purpose, content and situation of writing. Preparations may also differ. For example, your letter to your friend is different from the letter to your parents. Again, when you are very busy, you send a very short message. But when you are not so busy, you could write a longer text.

WHAT YOU SHOULD DO FIRST AT THIS STAGE

Gathering Idea:

Gathering idea or information is essential for your writing. Brainstorming can help you gather your idea.

BRAINSTORMING

It means you 'storm' your brain or search your brain for ideas.

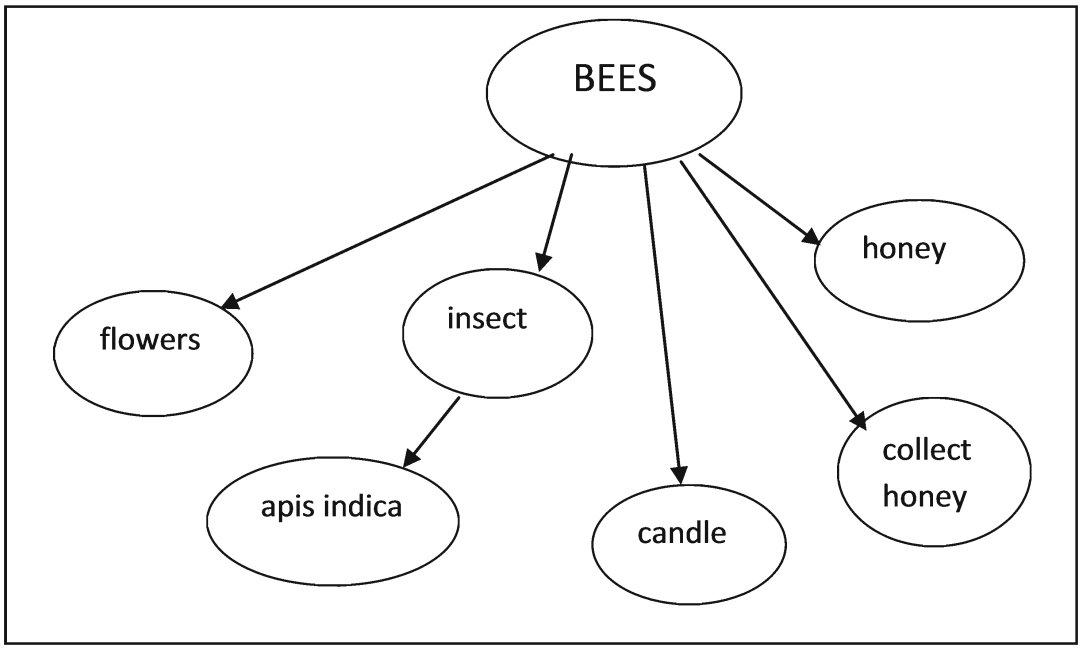
Take 5 minutes if you do it alone and take more time if you work with a partner or in a group. This is a very speedy process. So, here you:

- Write down very quickly.
- Write down everything that comes to your mind. Don't think if they are useful or not.
- Write down the main points only.
- You could write down the points in words or phrases. Never think that you must write sentences.

Now, think about ideas for a paragraph about bees. Look at the following images:

Here you can visualize the following images:

Thus, the following points can come into your head from brainstorming:



The next step is Speed Writing

This is a kind of activity for writing freely.

- Take 5/6 minutes.
- Write as much as possible on a topic.
- Write whatever comes into your head.
- Continue writing, don't stop until the time is up.
- Don't worry about correction, spelling or neatness at this stage.

Asking 'Wh' Questions

To collect information, at this stage you can ask yourself 'WH' questions. But, here again, it depends on content. For example, you can ask questions about 'Bees' like:

- What are they?
- What do they do?
- Where do they live?
- What do they live on?
- What do we get from them?
- How else do they help us?

But here you are writing as much as possible. So, don't think much about grammatical rules, structures, spelling, and punctuation. Look at the sample ***speed writing*** on 'Bees'.

Bees are insects. They are hardworking and quick.
They ~~are flying~~ from flowers to flowers. They make honey.
We take honey.
It is very tasty and sweet. They live in bee hives.
They take honey and save honey. Many people collect and sell honey. Collecting honey is not easy.

The next step of your writing is ***'planning'***.

PLANNING

After brainstorming, asking 'WH' questions to yourself and speed writing, you have got your topic, sufficient ideas, and information in mind in your notes. Now, it is time to make a plan for your writing.

Planning includes:

- The length of the writing
- Number of paragraphs
- How should I introduce the topic?
- Which information should go first, second and the rest?
- How should I conclude?

DRAFTING

The actual writing begins with 'drafting'. In drafting, you will carry out your planning. Drafting needs revision. So you can allow space after every line.

Below is a sample drafting of a paragraph on bees.

Bees are insects. They fly flower to flower to collect honey. They live in bee hives. They deposit honey there. There are some people, who collect honey from bee hives. They sell honey. We eat honey. It is very tasty, sweet and good for health. Collecting honey is not easy. People get stung by bees ----------

REVISING

It is the last stage before we produce the actual writing. You can revise while drafting or after you have finished drafting. When you revise, you must consider:

- if it is appropriate for the reader.
- if it clearly states your purpose.
- if it is well-organized.
- if it contains all things you wanted to write.

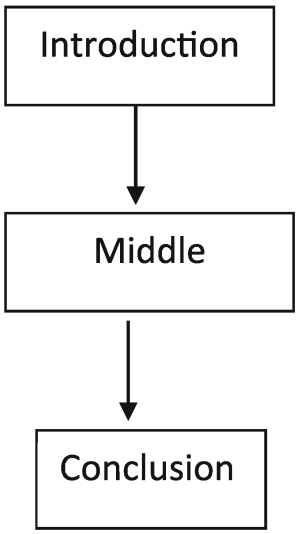
Understanding the Organization of Writing

PARAGRAPH

A paragraph is a group of sentences about ***one topic.*** There are three parts of a paragraph. These are:

- The Introduction
- The Middle
- The Conclusion

Their position is sequential. Below is the diagram of a paragraph.



THE PARTS OF A PARAGRAPH

Introduction/Topic Sentence

The introduction of a paragraph contains an introductory sentence. It is called a ***topic sentence***. Generally a paragraph begins with it. The topic sentence introduces your topic.

To write a good topic sentence:

- State the topic clearly so that the reader can understand what you are going to write about.
- Your topic sentence should be attractive.

MIDDLE

The middle of a paragraph contains supporting ideas. Here you narrate, explain and thus support what you said in the introduction. It should contain the details of your description.

To write the middle:

- Narrate everything you want to write about your topic.
- If needed, classify your ideas.
- Put them clearly one after another and make a link between them.

CONCLUSION

It is the last part of your paragraph. Here you make a final say about your topic. To write a conclusion – avoid repetition and sum up your ideas.

Below is a sample paragraph with different parts:

Mobile Phone

topic sentence	*The mobile phone is an important device of communication. It helps us to communicate with others in the shortest possible time. The main facility of the mobile phone is that you can take it anywhere with you. It is very popular for many reasons. Firstly, it is not very expensive. So, most of the people can buy it. Secondly, we can also use it for other purposes like sending text messages, taking photographs and selfies, storing data, exploring websites. Now the mobile phone is widely used for Internet communication. The mobile phone is a wonderful blessing of modern communication system. We cannot imagine our life without it.*
middle/ supporting ideas	
conclusion	

LETTER WRITING

WHY DO WE WRITE LETTERS

- We write letters to our friends and relatives to know about them
- We write for sending and receiving information.
- We write letters to different institutes, organizations for seeking specific information, admission and also for jobs.

TYPES OF LETTERS

- Personal
- Formal/business/official

PURPOSES OF PERSONAL LETTER

Below are some purposes of a personal letter

- to thank
- to apologize
- to invite
- to make an arrangement
- to request
- to reply to another letter

Different Parts of a Personal Letter

The five parts of a personal letter

- Heading
- Greeting/ Salutation
- Body
- Complimentary closing
- Signature

1. **The Heading** - this includes the recipient's address and the date (in some cases, it's OK to just write the date)
2. **The Greeting/ Salutation** - the act or an instance of welcoming (Dear.....,)
3. **The Body** - the main text of your letter
4. **The Complimentary closing** - the closing includes a short capitalized expression, such as "Sincerely," or "Love,"
5. **Signature** - name and signature

Below is a sample of personal letter. Look at it carefully to identify different parts and the way they are presented in a letter.

Instruction: Suppose you have been ill for a few days. Therefore, you missed some classes. Now, you write a letter to your friend telling him to provide information and materials you missed during the time.

heading

November 04, 2014

Md. Azhar Ali
Care of Amzad Hossain
Flat No. F-3
Nirala Housing

greeting/ salutation

Khulna

Dear friend

body

Hope you are well. I am also fine. You know that I have been seriously ill for last two weeks. I have missed a lot of things done in the classes. Our examination is near. So, I am worried about it.

body

I request you to inform me what important things have been taught in the classes. Please write in detail about English, Mathematics and Science.

body

I am looking forward to receiving your reply. I hope that you will help me to make up the missed lessons.

complimentary closing

Your Friend

Minhaz Ali → **Signature**
Rupsha Housing
Khulna

Here is another example of a personal letter. Now discuss in pairs or groups and identify different parts of this letter. Also notice the language of the letter and tell your friends or teacher if it is easy or difficult.

Do you think that it is possible for you to write the same type of letter on another topic in this way? You can write another letter and show your friends or teacher.

Instruction: Suppose, you have witnessed a street accident recently. The accident was very terrible and you still cannot forget it. Now write a letter to your friend describing that street accident.

May 17, 2014

Mina Rahman
Bahadurpur Road
Benapole, Jessore

My dear Mina
I am writing this letter with a heavy heart. I know that it is difficult to express it in words. Yet, I am trying to tell you about it.

A few days ago I witnessed a street accident. It took place near our school when we were returning home from school. It was around 4.30. I noticed that a truck was running at a high speed. Raju, a boy of class six in our school, was then crossing the road. But he did not notice the truck. The truck ran over the boy. We rushed to the spot but Raju was no more.

I cannot forget the terrible accident. I still hear the fearful shouts of Raju to save himself. I am writing this to tell you that you must be careful while crossing the road. Only awareness can save us from street accidents.

Yours ever,

Minti Afrin
171, Newtown
Jessore

Formal Letters

Objectives
We write a formal letter to request for something or asking for something or getting some information.

Different parts of a formal letter
There are seven parts of a formal letter. These are:

- Date
- Address
- Salutation
- Introduction
- Body
- Closing
- Signature

1. Date
The date is put at the top of the page for any business communication. It is an official record of correspondence that may be kept for future reference.

2. Address
The address of the person receiving the correspondence includes formal name, street address, city, state and postal code.

3. Salutation

The salutation is the formal way of addressing a person. Common salutations are Dear or Dear Mr. Hasan, Dear Sir/Madam, etc.

4. Introduction

The first few sentences of a letter are introductory in nature. The introductory section introduces the subject of the letter.

5. Body

The body of the letter shares most of the information. It also contains some supporting ideas.

6. Closing

The closing of the letter summarizes what the letter was about.

7. Signature

It contains the writer's name, address, etc.

TASK-1

Instruction: Suppose there is a Computer Training Institute in your locality. You have noticed the advertisement of admission into a 'Basic Course'. You want to attend the course. Now, write a letter to the Coordinator requesting him to send you an admission form.

Example of a Formal Letter

date

October 17, 2014

address

Mr. Mizanur Rahman
Coordinator
Computer Hub
32, Bangabandhu Road

salutation

Khulna

topic Sentence

Dear Sir,

introduction

I have seen your advertisement regarding the admission in 'Basic Computer Course' in a local daily. I am a student of class Eight. I am very interested to enroll myself in the course. Now I need an admission form.

body

body

I, therefore, request you to send me an admission form so that I can apply for it.

closing

Sincerely yours,

signature

Ahsan Habib
Class viii
Roll No 17
Khulna Pilot School
Khulna

Here is another example of a formal letter. Now discuss in pairs or groups and identify different parts of this letter. You may also notice how the main point is presented in the letter. Do you think that it is possible for you to write another letter on the same type of problem you notice?

Task-2

Instruction: Suppose your school stands on the river Mogra. The river is beautiful. The river is used in many ways. However, some people often throw wastes into the river and pollute its water. Throwing waste, chemicals and fertilizers into river can cause many diseases.

Now, discuss in groups about the causes and effects of water pollution. You can also discuss it with your teacher. After the discussion, write a letter to the Headmaster of your school requesting him to organize a rally to create public awareness about water pollution.

November 8, 2014

The Headmaster
Sunrise Model High School
Netrokona

Dear Sir,
We are the students of class eight of your school. You know that our school stands on the river Mogra. It is a beautiful river. But it is getting polluted everyday by the people. They throw different types of waste into it and pollute its water. Some people are so careless that they throw even chemical wastes into it. We need to do something to save the river from pollution.

We, therefore, request you to organize a rally to create awareness among people about water pollution. We hope people will understand the problem and try to protect our Mogra.

Yours obediently
The students of class VIII
Sunrise Model High School
Netrokona

TASKS FOR PRACTICE

1. Suppose you have got scholarship for your brilliant result. So you need to open a bank account to receive the monthly stipend. Now discuss in pairs or groups and write a letter to the manager of a local bank requesting him for opening a bank account.

2. Suppose you live in a hostel. When you need, you talk to your parents and family members on mobile phone. But a few days ago that phone set became dead. So, you need to buy another. Now, write a letter to your father/mother asking for money for a new phone set.

3. Suppose your father works abroad. He is returning home after a year. You need to go with your mother to receive your father at Shahjalal International Airport, Dhaka. So, you need leave for two days. Now, write a letter to the Headmaster of your school requesting him to grant you leave of absence for two days.

4. 16 December is our Victory Day. On this day, different cultural programmes are organized. Suppose, class VIII of your school want to stage a short drama on the coming Victory Day. Now, discuss in groups and write a letter to the Headmaster of your school requesting him for permission to carry out the plan.

5 Suppose there is no internet facility in your school library. But it is very important because educational materials at all levels are available from websites. Thus you can collect huge information and reading materials if you have the internet connection. Now, discuss in groups and write a letter to the Headmaster of your school requesting him to provide internet facility in your school library.

Writing email

Email is a valuable mode of communication. It is now widely used in academic, business and social settings. Thus, depending on your purposes, the text of the email may be different.

Basic types

Email could be both formal and informal. The formal emails are used to communicate in academic, official and business settings. On the other hand, the informal emails are used to communicate in social setting like communicating with friends, guests and so on.

Task 1

Some purposes of communication are given here. Categorize them if they are formal and informal in the table below. One is done for you.

contacting friends

communicating with teachers

requesting information

applying for jobs/scholarships

inviting friends

announcement of a cultural festival

Formal	Informal
	contacting friends

Features of email

- It is generally brief.
- The salutation should be formal and informal depending on contexts.
- You do not need to write 'the date'
- You do not need to write the 'address of the receiver' but you have to use the recipient's email ID.
- You do not need to write your complete address.
- You need not bother about signature.

Formal email

Formal emails are used in academic, official and business communication. When you are writing a formal email, you must remember the following things:

- You should write the email ID carefully.
- You should write the subject of your email briefly.
- Your language should be formal.
- Avoid contracted forms like *'it's, haven't'* rather you should write *'it is, have not'*, etc.
- Mention the purpose of writing very clearly.
- The salutation should be formal as 'Dear Head Master' , 'Dear Sir', 'Dear Madam', 'Dear Mr. Choudhury', etc.
- Should have a formal closing such as *'your sincerely, your obedient'*, etc.
- You may attach other files if needed.

TASK 2

Instruction: Suppose there is an ICT Club in your school. You want to be a member of that club. Now, write an email to the Headmaster of your school for the membership.

Example of a formal Email

address of the recipient	To: akramhossain@yahoo.com
subject	Subject: For the membership of ICT Club
salutation	Dear Sir
body	I am a student of class eight of your school. I feel that knowledge of ICT is very essential for us. For this reason, I want to be a member of our ICT Club. I am attaching here the prescribed form for the membership. I hope that you would be kind enough to enlist my name as a member of our ICT Club.
closing	Yours sincerely Monica Afsana Class VIII Roll no. 25

Informal email

Informal emails are mostly used in social communication like communicating with friends, parents, relatives, classmates. It is also used for inviting a huge number of people to join a festival, gathering, etc. Informal emails can be different types depending on the purposes. However, the most common features of informal emails are:

- You should write the email address carefully.
- Just write the subject of your email.
- Your language should not be formal.
- Generally contracted forms like *'it's, haven't'* are widely used here.
- Mention the purpose of writing briefly.
- The salutation should be informal as 'Hello' , 'Dear Karim', 'Hello everyone ', etc.
- The closing is informal like *your son, your friend, love, regards* etc.
- You may or may not (depending on situation) write your name.
- You may attach files if needed.

TASK-3

Instruction: Suppose you are writing an email to your friend for borrowing a book.

Example of an Informal email

To

Malobika1920@gmail.com

Subject Borrowing a book

Hello!

Can you bring *Amar Bondhu Rashed* tomorrow? I want to read it.

Don't forget to keep it in your bag. See you tomorrow.

Best regards

TASKS FOR PRACTICE

1. Suppose, you are the class captain. Now, write an email to your classmates requesting them to attend the annual sports of your school.

2. Suppose, you want to participate in the national debate competition this year. Now, write an email to the Head teacher of your school for permission.

3. Suppose, you want to participate in the local science fair. Now write an email to the coordinator of the science fair to enlist your name.

4. Suppose, you are the coordinator of a local youth club. Now write an email to announce the date of picnic to the members of the club.

5. Suppose, you are a student of class VIII. You know that a music festival in very helpful to drive the monotony of school activities. Now write an email to the Headteacher of your school permitting you to organize a music festival in your school after the final examination.

DEVELOPING COMPOSITION

What is a composition?

A composition contains a number of paragraphs which discuss one main idea. The main idea is the 'topic' which you are going to write about. A good composition has the same basic patterns as a paragraph does.

THE STRUCTURE OF A COMPOSITION

A composition has three main sections. These are ***introduction, body, conclusion***.

How to write the 'Introduction' of your composition

The first paragraph of your composition is the **introduction**. It states the main idea of your composition. The introduction should be attractive or strong enough to catch the attention of the readers. The most important part of the introduction is **to tell what you are going to write about.** Just as the topic sentence of a paragraph states the main idea of a paragraph, an introductory paragraph expresses the main idea of a composition. It is usually a single sentence.

The Introduction tells the subject of your composition and makes a clear statement about your topic.

How to write the 'body' of your composition

The body of a composition consists of different paragraphs. But each paragraph of the body focuses one idea. Again, this idea should support what is stated in the introduction. In the body of the composition, the main idea of the introduction is narrated, explained and analysed.

To write the body of your composition:

- Write one supporting idea in one paragraph.
- Each paragraph of your composition must contain a topic sentence, a middle and a conclusion.
- Support your idea with examples and explanations as clearly as possible.

How to 'end' your composition (conclusion)

This section sums up the idea presented in the composition

The difference between introduction and conclusion:

- The introduction states what you are going to write.
- The conclusion sums up what you have already written.

KINDS OF COMPOSITION

Composition can be of many types. However, the major types are:

- narrative
- descriptive
- persuasive
- informative/ expository

Narrative

It tells a story or presents a sequence of events as they occurred in time. The purpose of this is to give the readers an impression of actual event. Here, 'what happened' and 'how happened' are discussed.

- It is about historical events or accounts of people's life and events.
- It answers questions like *who, what, when, where and how*.

Descriptive

It is like describing a person, place or thing including details that appeal to the readers. This kind of paragraph appeals to our five senses— sight, smell, hearing, touch and taste.

It describes

- the details about a place, event, person or thing
- ways they attract our senses

Persuasive

It contains arguments. Writers try to give some reasons to support their arguments.

It contains

- arguments one after another
- reasons supported by clear ideas

Informative/ Expository: It explains facts or ideas. It also explains the process.

Read the following example of developing composition on 'The Season You Like Most'. Read the first two statements and decide which one is more appropriate for an introduction.

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not a good introduction	There are six seasons in Bangladesh and spring is one of them. It is called the king of all seasons.
good introduction	The beauty of spring is different from the rest of the seasons. I like it for many reasons such as its beautiful colours, fragrances and decorations.
conclusion	Spring is my favourite season. I like it very much because its beauty is different from all other seasons.

The body of the composition

In a short composition, the body includes three or four paragraphs. In each paragraph you will write about only one idea. Thus, in a composition of 200 words, you can write three or four major ideas. But remember that all paragraphs of the body should support the main idea you provided in the *introduction*.

- description of spring
- its beauty
- how is it different from other seasons

Spring in Bangladesh

Spring in Bangladesh

the topic sentence

The beauty of spring is different from the rest of the seasons. I like it for many reasons such as its beautiful colours, fragrances and decorations.

supporting ideas/ body

According to Bangla calendar, the months of Falgun and Chaitra are called the spring. The weather of this season is neither hot nor cold. Spring gives us relief from winter. During spring nature seems calm and quiet. The sky looks clear and there are no natural disasters like storms, cyclones, draughts, etc. during spring. Thus the physical atmosphere of spring is wonderful.

supporting ideas/ body

With the advent of spring, nature puts on a lively appearance. Every object of nature becomes fresh. Trees are decorated with new leaves. Flowers bloom in every plants, trees and herbs. The flowers are of different colours. Some of them are sweet-smelling, some have no smell, but all are beautiful. So bees and butterflies are everywhere.

supporting ideas/ body

As soon as spring sets in, a gentle breeze from the south begins to blow. It spreads the sweet smell of flowers all-around. The wandering song of the cuckoo attracts us a lot. It touches the heart of the poet and writers. Many poets have written poems and songs about spring.

Conclusion

Spring is the most colorful and beautiful season in Bangladesh. It has a deep influence on our sight and mind. I love it so much. It is my most favourite season.

Note: You must have noticed that the **first paragraph** describes the physical features of spring. **The second paragraph** tells us about the boundless beauty of spring. Here we have a wider description of spring. **The third paragraph** describes the influence of spring on human mind and heart. Thus, different paragraphs of a body give us different and separate ideas. But these must support the main idea.

Developing Composition-Sample-1

Suppose, you are asked to write a composition on **A Village Market** in 200 words.

Include the following points

i) What is a village market?
ii) When does it start?
iii) What are the activities?
iv) How does it help the villagers?
v) Why is it so important?

Now look at the sample composition and try to understand how we develop different parts of a composition gradually.

A Village Market

Introduction
It states the main idea –village market. The sentence in bold is the thesis statement.

A village market is a place where the villagers meet to buy and sell things. **It is centre for buying and selling for villagers and a hub of economic activities.**

Body
Each paragraph in the body develops different ideas mentioned in the thesis statement.

Generally a village market sits every morning and evening. However, big markets sit once or twice in a week. The daily market is called the bazaar and the weekly market is known as the haat. It is a prime business centre in the villages. People come here to buy and sell different goods.

Body
This paragraph contains a topic sentence. It also supports the main idea.

A village market is a busy place with a lot of economic activities. In the open space the sellers sit in rows. Farmers, potters, weavers sell their products such as fish, milk, fruits, betel leaves, vegetables, etc. Some grocers, tailors, doctors have their permanent shops to sell oil, rice, salt, pepper, medicine, fertilizers, etc. It is a crowded place and people stay there until about 9 o'clock in the evening.

Body
This paragraph describes another aspect of a village market.

The village market is very useful to the villagers. Here they get most things of their daily use. It saves the villagers from going to distant places to buy things. Moreover, it is a meeting place for the villagers.

Conclusion

The village market does a great service to the rural people. It is the backbone of the rural economy.

N.B. 'Thesis statement'= the main idea of a piece of composition.

Developing Composition – Sample 2

Kazi Nazrul Islam

Suppose, you are asked to write a composition on 'Your Favourite Poet' in 200 words. Do not forget to include the following points:

i) Who your favourite poet is

ii) Where he was born

Iii) His education

iv) His major works

v) Why he is your favourite

Your Favourite Poet

Introduction *It states the main idea- KaziNazrul Islam* *The bold sentence is the thesis statement*	Kazi Nazrul Islam is my favourite poet. He wrote poems, songs, ghazals, etc . He is known as 'rebel poet'. **He is famous for his poetry and songs.** He is also the national poet of Bangladesh.
Body *Each paragraph in the body develops different ideas mentioned in the thesis statement.*	**Kazi Nazrul Islam was born at Churulia, a village in Burdwan, West Bengal of India.** He was born on 25 May, 1899. His father's name is Kazi Fakir Ahamed and that of his mother is Zaheda Khatun.
Body *This paragraph contains a topic sentence. It also supports the main idea*	**Nazrul Islam received religious education**. He was a student of the Maktab of his village. Though he was a brilliant student, he could not complete his education.
Body *Tells about his famous works*	**He was very famous for his poems**. Among them, he wrote "Bidrohi" in 1922. It became very popular among people. This is the poem which makes him a 'rebel'. He is also famous for his songs. He wrote about 4000 songs known as Nazrul Geeti. He is also famous for his ghazals. His famous works include *Agni Bina, Bisher Bashi, Chakrabak, Shindu Hindol,* and *Aleya*.
Conclusion *Contains a concluding statement.*	**He was a versatile writer.** Nazrul died in Dhaka on August 29, 1976. He will be remembered by the nation forever for his greatness.

Model 1

Instruction: Many students try to write paragraphs, compositions or letters themselves while others memorize them. Which is better?

Discuss the answers in groups or in pairs. Now write a composition and give your reasons to support your point.

Memorization Versus Self-writing

The writing of composition, letters or paragraphs is a part of creative writing. But many students do not try to write them themselves. On the other hand, they try to memorize them. The memorization of composition is difficult and boring.

Many of us think that writing is a very difficult task. So, they think that memorization is much easier. Thus, they do not even try to practise it. Another reason for memorization is that most of the topics are often repeated in the tests. So, students, without thinking much start memorizing.

Writing develops slowly and gradually. For this one should think that he can write and he must try. It is a step by step process. If one can make sentences, s/he can write. If one can point out information, can describe about people, place or things, one makes rapid progress in writing. Moreover, discussing with classmates or with teachers can make writing easier.

Memorization is boring and difficult because we have to spend long period of time for this. Again it is risky as there are lots of topics. So to depend on memorization is like depending on luck.

It is not possible to memorize all things and it is not creative. I think if we try, we may write by ourselves. It will increase our confidence and scores in a test.

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Task 1

Instruction: Some people prefer to live in a village. Others prefer to live in a city. Which place would you prefer to live in? Give some reasons with examples and explanations. Now, write a short composition on **City Life Versus Country Life.**

Model 2

Instruction: The Internet is a popular mode of communication. It has saved our time. It has made communication easier than ever. Do you think that the Internet helps us in multiple ways? If so, explain them and write a short composition on **The Internet.**

The Internet

At present the Internet is the most powerful communication system or device. For personal, academic, business and social communication the internet is the strongest mode of communication. It has made our communication faster easier and cheaper.

The Internet is used for personal and social communication. People can send email and chat on the Internet. Email is a private communication and goes from one user to another. On the other hand, online chat can happen between two people or between groups.

Business communication largely depends on the Internet. Now most of the business transactions are done through the Internet. Our banks are providing different services through the Internet. Now we can deposit and withdraw money, pay bills, buy tickets and do many other things by using the Internet.

The Internet is very useful for students. Academic materials are stored online. Students can download and upload useful materials when necessary. Students now can attend real classes from a distance through the Internet. One can visit most of the libraries of the world through the Internet.

The Internet has brought the whole world in our hands. It is connecting people across the world despite social, racial and economic differences. It has made our life much easier than ever.

Task 2

Instruction: The computer can help us in many ways. Now, write a short composition to show how it can help your learning.

Model 3

Suppose you have recently made a journey by train. The journey was very interesting and full of excitement. You still think about it. Now, discuss with your classmates and write a short composition on it.

Instruction: A journey by train is different from other journeys in many ways. Suppose recently you have made a journey by train. You enjoyed it much. Now, discuss with your partners and write a composition on **A Journey by Train**

A Journey by Train

A journey by train is getting popular in our country. Recently, I have made a journey by train. It was full of excitements and thrills. Perhaps I will never forget it.

During our last winter vacation, my eldest uncle sent me an email. In the mail he asked me to visit him. I was very excited to spend a few days there because my school was closed. My uncle then worked at Jessore. So, I decided to go there by train.

It was 26 December. I got early in the morning. I took my breakfast. My mother gave me some snacks which I kept in my traveling bag. My sister Runy who is two years senior to me, gave me a book to read on the train. Then I hired a rickshaw and went to the rail station. I reached there at around 9.45 in the morning.

It was Ishwardy rail station. It was crowded with people of different trades and professions. I noticed that there were many ticket counters for different trains. I bought a ticket for the Sunderban Express. It was a 10.15 train and it reached the station at 10.13. I got on the train.

The train started at 10.20. All passengers looked very cheerful. At first it was moving at a slow speed. Suddenly I noticed that it was making a loud noise and we were on the Hardinge Bridge. It is the oldest iron bridge of our country. I could also see the Lalon Shah Bridge just parallel to the Hardinge Bridge. The bridge has connected Pabna and Kushtia Districts.

It was around 11 o'clock and the train was running at a high speed. I could see through the window that all trees along the rail track seemed to go backwards rapidly. It was amazing. We were leaving trees, plants, rivers, ponds, green fields, cattle, villages, houses and human beings behind us. It stopped at Veramara, Alamdanga only for a few minutes. It reached Jessore at 4 o'clock in the afternoon. When I got down the train I found that my uncle was waiting there. It was a boundless joy for me to see my uncle.

A journey by train is really a blessing of modern transportation system. If you get on it, you will feel safe and sound.

Task 3

Instruction: Suppose, you have recently made a journey by boat. The journey was very interesting and full of excitement. You still remember it. Now discuss with your classmates and write a short composition on it.

Model 4

Instruction: Reading a newspaper is a good habit. It is said that the newspaper is a storehouse of knowledge. Now, discuss in groups about how you can be benefited by reading newspapers. After the discussion, write a short composition on it.

Reading the Newspaper

The newspaper is a good source of news or information. By reading newspapers, we can learn about many events of the present and the past. It is really a storehouse of events.

The newspaper gives us everyday information. When we go through it, we come to know about different events around us. Thus newspapers can enrich our knowledge about the world.

The newspaper not only contains news but also views on different national and international issues. The views are very important because they make us think of them from different angles. Thus, it influences our understanding about different political, economic and social issues.

Newspaper reading is also very important for students. It develops their reading habit. They can also collect different educational materials from it. The newspaper also gives us some helpful suggestions on how to study different subjects. So, students read them and prepare themselves for examinations.

Reading the newspaper is really a good habit. By reading newspapers, we can understand the world. It is a good way to enrich our knowledge about the world.

Task 4

Instruction: Reading story books is a good habit. It is said that it widens our knowledge. Now, discuss in groups how you can be benefited by reading story books. After the discussion, write a short composition on it.

Model 5

Instruction: Do you think that tree plantation is an important act to save the environment? Discuss in groups and point out why tree plantation is essential? Why should we plant more and more trees? Now write a short composition on **Tree Plantation.**

Tree Plantation

Plants and trees are closely connected with our life and well-being. The benefits we get from them are countless. Trees are essential for us because they have made our life livable on earth.

Trees are most important for maintaining ecological balance. Trees can save us from different natural disasters like floods, draughts and cyclones.

Our life and trees are inseparable. For these reasons, we should plant more and more trees. If we want to save our lives on earth, we must plant trees. We should take care of them as we take care of ourselves. We must prevent those who cut down trees aimlessly.

We get some direct benefits from trees. They provide shelter, food, fruits, fodder, wood and timber. We also get medicine from different plants and trees. These are called medicinal plants. Trees give us oxygen, without which we cannot even think of living even for a minute.

Trees are vital for our life and living. Without trees and forests, we cannot think of our own life on earth. Therefore, we all should realize this truth and plant and protect more and more trees.

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Task 5

Instruction: Many people kill birds for many reasons. But, we all know that they are important for us in many ways. Now, discuss in groups about the matter and write a composition on it.

Model 6

Instruction: Many students of your age want to be doctors, engineers and pilots. Many of them think of becoming teachers, scientists and police officers. Do you have a plan like this? What do you want to be in your life? Think deeply about that. You can also share your plan with your partners. Now write a short composition about your future career plan. You must describe what you want to be and why you want to be that.

My Career Plan

Careers are the types of work and activities that people prefer to do. A career means the job a person does until retirement. I have a plan about my future and I want to be a doctor.

I want to be a doctor for many reasons. It is a noble profession. A doctor can do a lot for people and society. When fall ill, we go to the doctor. It is a doctor who cures us from many diseases. When we feel very helpless, doctors stand beside us and help us to overcome our sufferings.

The social status of a doctor is also very high in a society. Everyone in the society respects the doctors. When I become a doctor, I will help people

around me. I will stay in a village because in the villages, we do not have many doctors. Therefore, people do not get proper treatment.

I have seen that at times, different health camps are organized where expert doctors give free treatment to patients who attend the programme. These charitable activities inspire me a lot. I often dream that one day I will also serve the suffering people.

Therefore, I have a great desire to be a doctor. People may have different professions. People do different things to contribute to the society. But I only think of becoming a good doctor.

Task 6

Instruction: Suppose your parents want you to become a doctor. But you want to be a teacher. Now discuss in groups about your dream and write a composition on it.

Tasks for Practice

1. Many people believe that watching television has a negative effect on students because it reduces their study time. Do you agree or disagree? Use specific reasons and examples to support your response. You could include:

i) When does watching television become harmful?

ii) Is it altogether a waste of time?

iii) How does it affect your study?

iv) How can you get benefit from it?

2. We all have favorite activities that we enjoy. Write an essay trying to convince your readers why you enjoy it most.
   You could also include the following points:
   i) What is your favourite activity?
   ii) When do you do it?
   iii) Why is it your favourite?
   iv) Does it have social and economic values?

3. Have you ever travelled to a place that you found very significant and interesting? Write an essay that persuades others to visit this important place.
   i) Name of the place
   ii) Detailed location of the place
   iii) Significance of the place
   iv) Summary of your experience

4. Is there a book that you feel should be read by everyone? Write an essay persuading your friends to read this book.
   You can also include the following points:
   i) Name of the book and its writer
   ii) Main theme of the book
   iii) Main attraction of the book
   iv) Your opinion about the book

5. What is friendship? How can it help us? What are the essential qualities of friendship? How can friends help you prepare your lessons? Now discuss in pairs and write a short composition on **Friendship**.

6. Is there any person who you think as your role model? Who is he/she? Why do you want to be like him/her? Why do you want to be like him/her? Write a short composition on **The Person You Like Most.**

7. It has been said that television has little real educational value. What is your opinion on this issue? Write an essay stating your opinion in details. The topic of the essay will be **The Educational Value of Television.**

8. Are you familiar with online classes? Do you think them to be helpful? How are they different from formal classroom teaching? Why more and more students are attending online classes? How can they contribute to education? Now discuss in groups or in pairs and write a short composition on **The Merits of Online Classes.**

9. What is a science fair? What is the importance if it? How can it influence our students? Suppose you have recently attended a science fair. Now write a short composition on **The Importance of a Science Fair.**

10. Student life is very important for multiple reasons. Do you think that the future success of a student largely depends on the habit that a student maintains during student life? Discuss in groups or in pairs about the importance of student life and write a composition on **The Importance of Student Life.**

Sample Question

English Second Paper for JSC Examination

Full Marks: 50

Time: 2 hours

[Answer all the questions. Figures in the margin indicate full marks]

Section A: Grammar

1. Fill in the gaps of the following text with appropriate articles. Put a cross for zero article. 0.5x6 =03

Yesterday while I was going to Comilla by (a)..... bus, I saw (b) ..... elderly lady carrying (c) ----- huge bag and (d) ..... umbrella struggling to get onto (e) .....bus. She would not let anyone carry her bag. I invited her to take (f) ------ seat next to mine. She took the seat and thanked me.

Answers: (a) x, (b) an (c) a (d) an (e) the (f) the

2. Fill in the blanks of the following text with prepositions. 0.5x6 = 03

Moni: When did you last visit Tania?

Sima: Oh, dear, I haven't seen her (a)----- ages. Does she still live (b) ----- Uttara?

Moni: No, she has moved (c) ---------- Uttara.

Sima: Where has she moved (d) ------?

Moni: Lalmatia. Let's visit her one day. Tania would be very happy.

Sima: Yes, I know, but I work (e)----------about 10 pm most nights. When I get back home, I

am very tired. Okay, let's see...., Tomorrow I won't be much busy. So, we can make it tomorrow

Moni: That's fine. I will pick you (f) ------ from your office, is that okay?

Sima: Of course, that'd be very nice

Answers: (a) for (b) in (c) from (d) to (e) until (f) up

3. Make four sentences from the substitution table: **1x4 = 4**

My mother	has to/have to	do the cooking
My parents	(doesn't/don't/) have to	do the washing
My father		go to work
		do the shopping

Answers: Answers will vary here.

4. Change the following passage into indirect speech. **1x4= 4**

The patient said to the doctor, "Last month my blood pressure was too high. Since then I have changed my food habits." The doctor asked "How?". "I'm taking more fruits and vegetables, and very little fat in my diet. I'm having less sugar and salt now."

Answer: The patient said to the doctor that last month his blood pressure was too high. Since then he has changed his food habits. The doctor wanted to know how he changed the habit. The patient replied that he was taking more fruits and vegetables, and very little fat in his diet. He also added that he was having less sugar and salt then.

5. Change the following sentences as directed in the brackets. **1x5=5**

(a) Rana is one of the meritorious boys in our class (Make it a positive sentence.). (b) He is always attentive in the class (Make it a negative sentence without changing meaning.). (c) He is never disobedient to his teachers (Make it an affirmative sentence). (d) No other boys in our class is as popular in as Rana (Make it a superlative sentence.). (e) A boy like him is always loved by all. (Make it an interrogative sentence.)

Answers: (a) Very few meritorious boys are as meritorious as Rana. (b) He is never inattentive in the class. (c) He is always obedient to his teachers. (d) He is the most popular of all the boys in our class. (e) Isn't a boy like him always loved by all?

6. Rewrite the following passage using capitalization and punctuation:

0.5x6 = 03

yesterday we all went to visit one of our uncles' house at shafipur we spent the day eating delicious food and roaming around it took us about five hours to come back due to heavy traffic.

Answer: Yesterday we all went to visit one of our uncles' house at Shafipur. We spent the day eating delicious food and roaming around. It took us about five hours to come back due to heavy traffic.

7. Fill in the gaps used in the following text by adding suffix, prefix or both with the root words underlined in the text. 5x8=4

Ernest Hemingway, one of the famous American writers had a great (a) attract to war. He had wanted to become a soldier, but (b) fortune he couldn't because of his poor eyesight. Later, he became a war (c) correspond in the Spanish Civil War and World War II. Many of his books were about war. His most (d) success book is *For Whom the Bell Tolls* is about the Spanish War. Another novel, *A Farewell to Arms,* is also about the (e) hollow of war. This book also gained much (f) popular. However, (g) like his writing, his personal life was full of misery. One of the reasons was his physical (h) sick for which he couldn't even receive the Nobel Prize he was awarded in person.

(Adapted from "New Headway Intermediate Students' book by Liz and John Soars, pg 27)

Answers: (a) attraction (b) unfortunately, (c) correspondent (d) successful (e) hollowness (f) futility (g) unlike (h) sickness

8. Complete the following text with suitable verbs in the box with their right form. .5x8 = 04

take	be	surprise	wish	know	see	go	become

Paul (a)-------- when he met Sue at the party. He thought that she (b) ------ away from their locality. The last time he saw her while she (c) -------- her driving test. Paul came to (d) ------- that she (e) ----------sick for the last two months. She (f) --------- very thin. Anyway, (g)-------- her back again, Paul was happy and (h) ------ her good health.

(Adapted from *Heaton JB (1988) Writing English Language Test. Longman Group UK Ltd. London and New York.)*

Answers: (a) was surprised (b) had gone (c) was taking (d) know (e) had been (f) became (g) seeing (h) wish

Section B: Composition

9. You want to participate in an Essay Writing Competition organized by a national daily. Write an email to the Editor requesting him/her for sending you the guidelines and other detail of that Competition. Word limit: 150 Words 08

10. Write a composition on the following topic in 250 words. 12

A school excursion you have recently been to a nearby town

Guidelines for question setters and markers for English

1. Multiple Choice Questions (MCQ)

MCQ can be set for testing a number of strategies and skills related to reading such as scanning, skimming, reading for gist, inferencing (guessing the meaning from the context) comprehension check etc. Each MCQ item will carry ½ mark. However, depending on the level of difficulty some items may have 1 mark as well.

In preparing MCQ item, question setters will make sure that learners have to apply certain skills or strategies of reading in order to be able to choose the right options. Depending on the level of the learners, items will be set to test learners' lower order thinking skills (knowing and understanding) as well as higher order and more critical thinking (analyzing, synthesizing, and evaluating). Use synonyms in the questions to avoid quoting directly from the original passage. Make the questions a bit round about so that learners think.

For example :

Text : The Great Wall of China, one of the greatest wonders of the world, was first built between 220-206 BC.

Question : When was the Great Wall first built? (Don't make this type of question. Student will just get the answer from the question paper as 'was born' is common in both the text in the question paper and the answer.)

Question : What is the initial construction period of the Great Wall? (This question is Okay as learners has to understand that 'was built' and 'construction period' are same.)

Students will write the question number and then write only a/b/c/d that refers to the correct answer. Whole sentence from the question paper is not required.

The same text can be used for guessing the meaning from the context and Question Answer (open ended and close ended). However, the same text **cannot** be used for Question-Answer and True/False. Depending on difficulty level and text length, information transfer and True/False questions can be set from the same text or from two different texts. Two different texts are preferred to a single text.

Please note the following points while setting MCQ test items :

- Phrase stems as clearly as possible. Confusing questions can generate wrong answers from students who do understand the material.

- Avoid redundant words and phrases in the stem. Extraneous details make a question more complex and less reliable.
- Include any language in the stem that you would have to repeat in each answer option.
- Options should be similar in length and structure.
- The number of answer options should not be more than four.
- Distracters must be incorrect, but plausible. Try to include among the distracters options that contain common errors.
- To make distracters more plausible, use words that is familiar to students.
- If a recognizable key word appears in the correct answer, it should appear in some or all of the distracters as well. Don't let a verbal clue decrease the validity of your exam.
- Avoid using extreme or vague words in the answers. Use rarely extreme words like *all, always* and *never* or vague words or phrases like *usually, typically* and *may be* in the answers.
- Avoid using *All of the above* or *None of the above* as an answer choice.

In designing MCQs the following class wise guidelines have to be followed.

MCQ for grades 6 and 7

Altogether 10 MCQs will be set. Each MCQ will have ½ mark (or half mark) for a correct answer. There should be 6 MCQs on vocabulary test (guessing meaning from the context) and 4 MCQs on answering questions (scanning for specific information, search reading, deducing the meaning of unfamiliar words). Thus the marks distribution will be:

Vocabulary ½ X 6 = 3

Questions ½ X 4 = 2

Total = 5

MCQ for grade 8

As given in NCTB Sample Question.

MCQ for grades 9-10

Altogether 7 MCQs will be set. Each MCQ will have 1 mark for a correct answer. There will be 2 MCQs on vocabulary test (guessing meaning from the context and inferencing) and 5 MCQs on answering questions (skimming, reading for main ideas and supporting details, reading to infer meaning). Thus the marks distribution will be:

Vocabulary 1X2 = 2

Questions 1X5 = 5

Total = 7

2. True/False

True-false questions are typically used to measure the ability to identify whether statements of fact are correct. The questions are usually a declarative statement that the student must judge as true or false.

Follow the general guidelines below while writing True/False items for your students:

- Base the item on a single idea.
- Write items that test an important idea.
- Avoid lifting statements right from the text.
- Make the statements a brief as possible.
- Write clearly true or clearly false statements.
- Try to avoid such words as *all, always, never, only, nothing*, and *alone.*
- The use of words like *more, less, important, unimportant, large, small, recent, old, tall, great,* and so on, can easily lead to ambiguity.
- State items positively. Negative statements may be difficult to interpret. This is especially true of statements using the double negative. If a negative word, such as "not" or "never," is used, be sure to underline or capitalize it.
- Beware of detectable answer patterns.

3. Matching

There is no need of a separate reading text for matching. The question itself will have a context after the texts in part A and part B are properly matched. The numbering of texts in column A can be i. ii. iii, iv ….. and the texts in column B can be a, b, c, d…….. Students only need to match the numbering in the two columns, e.g i, ii, iii, iv etc. (in column A) and a, b. c. d etc. (in column B). You can also use 3 columns with texts to match.

4. Gap filling with or without clues

The text in the gap filling activity is separate and complete. The text for this item will have a meaningful context too. There will be five gaps in the text. The gaps can be used

for article, preposition, or any other parts of speech without verb as there is separate test for it. A question setter will choose one particular item mentioned earlier to set a question and use a gap at the particular place. For example, if the question setter wants to test the article then there will be a gap at the position of a, an, the or before a noun that does not take any article. For a question of 3 marks, there will be six gaps in the text; for 4, there will be 8 gaps; and for 5 marks there will be ten gaps.

Follow the guidelines while writing gap filling test items:

- Prepare a scoring key that contains all acceptable answers for each item.
- Prefer single word or short phrase answers.
- Beware of open questions that invite unexpected but reasonable answers.
- Make all the blanks of an equal length.
- Avoid grammatical clues such as "an."
- Place the blanks near the end of the statement. Try to present a complete or nearly complete statement before calling for a response.
- Limit the number of blanks to one or two per sentence. Statements with too many blanks waste time as students figure out what is being asked.
- If a numerical answer is called for, indicate the units (e.g. currency) in which it is to be expressed.

5. Cloze test with/without clues

A cloze test is a fill-in-the-blank activity that assesses students' comprehension of vocabulary and reading passages or knowledge of grammatical items. In cloze tests there are recurrent gaps at every 4th, 5th, 6th or 7th word. If the first gap, for example, is used at the 5th place, all through the text the gap will be at the 5th place. Unlike the gap filling activity that tests a particular grammar item (e.g. preposition, article, pronoun, or verb) it is a test for vocabulary (key words) in general. This is why gap filling activity in the reading section is usually a cloze test. In contrast, gap filling activity is a merely a grammar test item.

A cloze test with 5 marks will have ten gaps (.5 for each gap). Considering the level of difficulty cloze tests without clues at grade 10 can have 5 gaps (1 mark for each gap).

In answering the question, an examinee does not need to reproduce the text in the answer script. Writing the missing word with the corresponding question number is enough. However, the whole text with suitable words in the gaps will neither earn any extra credit or discredit.

6. Information Transfer

Depending on the level of difficulty and length of the text, information transfer and True/False questions can be set from the same text. However, if the text is too small, **do**

not use the same text for both the tests as the content will be inadequate for setting questions. Make sure there is no overlapping or repetitions in the question you have set. Alternatively you can use two different texts for these two test items.

The marks allocated for information transfer is 1X5 =5 or 0.5X10=5 (depending on the level of difficulty)

7. Substitution table

It's a grammar test item. It tests whether students can make grammatically correct sentences following any particular structure/s. It's different from matching item. In matching there might be equal number of texts in each column in a table and students need to make sentences using a text from each column. In designing the test item, the question setter can write the texts in Column A in a way so that the sequential arrangement of the text makes a context. In a substitution table, depending on marks, there will be 4 or 5 texts in the left column, 1 or 2 grammar words that shows the form in the middle column, and extensions at the right column. Each meaningful sentence made using the texts and the lexical word will have credit.

8. Gap filling with right forms of verbs

Sentences will be written in context in the question paper. Some verbs could be omitted or given in brackets without any form. If the verbs are totally omitted in the text, a list of verbs will be supplied in a box separately. Students' job will be to use the verb at the gaps in their correct forms according to the context and other grammatical considerations. Alternatively base form of verbs can also be supplied in the body of the text in parenthesis.

Students will write only the right answers with the question number. However, if anyone uses the text with words at the gaps, it should be accepted as correct answer.

9. Changing sentences

A text will be designed with a certain context. Some of the sentences in the text will have instructions in the parenthesis on how to change them. Depending on the marks in the test item, students will be asked to change 5 or 10 sentences. Students will write only the changed sentence as their answers. They can write the changed sentences in any order but must use the correct number used for each sentence in the given text.

10. Rearranging

Rearranging measures students' ability to organize some detached sentences into a coherent and cohesive text. Use 10 detached sentences for classes 6, 7, and 8 (See the

sample questions for these grades.). For SSC, Ss will rearrange eight parts of a story/passage (See the sample question for SSC.). Test your test item (with someone else or you sit for a test) to check whether the sequence of the answer vary. If the answer varies and each variety has a complete meaning, redesign the test. Use linking words/sentence connectors to maintain cohesion and coherence in the text. Learners do not need to reproduce the text in their answer scripts. If they arrange the corresponding serial of the texts correctly (such as b. d. a, f or v, iii, vi. i … etc), they will get full credit. **Please remember that the test objective here is the organisation of sentences, not the copying of texts from the question paper.** However if any learner comes with sentences written in a random text, there is no need to penalize him/her. Students will get credits for the correct answers. For example, if the answer is like this:

a. X b. √ c. √ d. X e. √ f. √ g. X h. X i. √ j. X the student will get 5 marks.

The test has no relation with the texts used in the previous test items.

11. Writing summary

Use a text not exceeding 150 to 200 words for classes 6 to 8 and not exceeding 300 words for classes 9-10 in the question paper. Learners will produce a summary using one third words of the given text. For an example, if the original text has 150 words, learners will produce the summary in 50 words. However, 5% plus minas is okay. This answer should be written in random texts not in isolated sentences. There is no question of counting number of sentences in summary. So DO Not mention in the question paper how many lines or sentences learners will use to make a summary. The number of words used here is important. Make sure that they are writing in their own words, not copying some sentences from the text. Practice them to avoid examples or explanations in writing a summary. A fresh text should be given to make summary. No text used in the previous test items can be used here.

12. Writing a paragraph answering questions

Make sure while answering questions your students will be guided to write a well structured paragraph. In other words, if the students answer the questions properly, there will be a paragraph of a befitting topic sentence followed by arguments/ideas to support the topic sentence and a conclusion to summarise what has been told in the topic sentence and the body. There cannot be any new ideas in the conclusion. However, if there are 5 questions to answer, it does not mean that students will write only five sentences. They will use sentences as per their discretion but the paragraph as a whole answer the questions. If there are 10 marks for this item, learners should be able to make at least 10 sentences. The word limit for classes 6-7 is 150 words, for class

8, it is 170 words, and for 9-10 it is 200 words at least.10% plus minus can be accepted. Keep an eye on the content rather than the mechanical calculation of sentences. **Assess the paragraph from different aspects such as grammar, ideas, organisation of ideas, communication, punctuation, and spelling**. Do not assess the paragraph from the perspective of grammar accuracy only. Regarding the composition writing in Paper 2 (which is structurally an essay) the word limit will be 250 for classes 6-7, 300 for class 8, and 350 for 9-10.

13. Completing a story

There will be the beginning of a story in the question paper. Students will continue the story and complete it. The answer will vary here. Completing a story when given at classes 6-8 should be more guided (See sample question for classes 6-7.) where question setter not only begins a story but also provides with some clues for the extension of ideas. Students will complete the story following the clues. A good idea is to mention the word limit when there is no clues for the students. Assess the paragraph from different aspects such as grammar, ideas, communication, organisation etc.; do not only assess the paragraph only from the perspective of grammar accuracy. Moreover, use of cohesion (inter-connectedness of the sentences) and coherence (transition from one idea to another idea) are important here. Word limit here will be similar to paragraph writing.

14. Open-Ended Questions

Open ended or essay format questions are excellent for measuring higher level cognitive learning and overall comprehension of a reading text/passage. They allow the student to select content for their response, to organize their thoughts in a logical manner and to present their ideas on a given subject matter. Overall, these types of test questions allow teachers to test student's broader understanding of a reading item.

When writing good open-ended questions, keep the following guidelines in mind:

- Be sure that the test question clearly states the answer that you are seeking from the student. For example, "Discuss the outcomes of environment pollution" is a poor test question. But, worded as "Describe the potential impacts of the environment pollution on the people of coastal regions in Bangladesh" or, what are the causes and impacts of environmental pollution on the people of coastal regions in Bangladesh? is a better test question as it clearly gives the student something to compare and contrast within a focused area.
- If you are looking to test comprehension, a good opening line for the test question is, 'Explain the following..."
- If you are seeking to test the student's ability to analyze a concept, a good opening phrase for your test question is, 'compare and contrast....."

- Don't give students the option to pick 2 or 3 questions from among 5. This can add confusion for the students and complexity for the teacher when grading for a classroom. This type of test format often compromises with validity and reliability of the test.
- Here you are setting recalling questions, design the question in a way so that examinees do not have opportunity to pick answers by matching the vocabulary in the question and answer.

Question setters have to go by the following class-wise guidelines in setting questions.

Grades 6-7

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 2 questions for recalling answer, 2 questions to check students' understanding, and 1 question for analyzing information.

Grade 8

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 2 questions for recalling answer, 2 questions to check students' understanding, and 1 question for analyzing information.

Grade 9-10

There will be 5 open ended questions each bearing 2 marks for the correct answer. There will be 1 question to recall answer, 3 questions to check students' understanding, 1 question for analysing information or evaluating something.

A list of action verbs according to Bloom's Taxonomy for lower order and higher order thinking questions are supplied here to be used while designing the test items.

Remembering/recalling: describe, define, list, locate, tell

Understanding: describe, classify, discuss, explain, identify, select, translate, predict

Analysing: solve, use, interpret, sketch, illustrate, classify, differentiate, organise, relate, identify, categorise, compare, contrast, construct, distinguish, explain,

Evaluating: argue, defend, judge, select, support, value, critique, assess, justify

Creating: construct, develop, investigate, design, imagine, justify

(for more information please visit:
http://cft.vanderbitt.edu/guides-sub-pages/blooms-taxonomy/)

15. Dialogue writing

A dialogue in real situation is an exchange of information. This has to be reflected in the dialogue written by the test giver. A dialogue **cannot** be a mere combination of fragmented sentences or snappy phrases or collocations like *Hi/Hello/Yes/No/Very good/Thank you/Welcome/See you/Bye etc.* There must be some questions and answers in full sentences. A dialogue has to contain at least 5 questions and their answers or 10 exchange of statements including some questions in full sentences other than greetings.

16. Writing letters/e-mails

If it is an informal letter, content is important. If it is a formal letter, both content and form are important. Formal letter can be written either in British style (each paragraph indented at the beginning for one space, date at the upper right hand corner, name at the right hand corner at the bottom). It can also be written in American style (All paragraphs in a line without indenting, date name everything at the left hand corner). Picture of an envelope or stamp is not needed but address can be written. Yet, if any student provides them - it will not earn any extra credit or penalty.

For e-mails, student must write the e-mail id, subject, and content as written in a genuine email. Students should be taught in the class that there should be a considerable margin at the answer script. However, there should not be any penalty for any examinee if the answer script has no margin. Margin has nothing to do with assessment of the answer.

Word limit should be mentioned in the question paper. Again the word limit is 150 words for classes 6-7, 170 words for class 8, and 200 for classes 9-10 with 10% plus minus.

17. Describing graphs and charts

Graph should be authentic. Teachers may collect charts from various sources such as newspapers, magazines, books or from the internet. Alternatively, teachers can use authentic data and make simple charts by themselves. Describing a graph or chart needs certain language abilities. The graph and chart presented in the textbook show that. A marker of answer scripts should keep an eye whether those languages are used or not. Answers will include the written presentation of data shown in the graph followed by a concluding remark. A question setter should mention the word limit for describing the graph or chart. Do not ask students to produce any graph on the answer sheet. They will only describe it.

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8-Grammar

শিক্ষাই দেশকে দারিদ্র্যমুক্ত করতে পারে
— মাননীয় প্রধানমন্ত্রী শেখ হাসিনা

Charity begins at home

নারী ও শিশু নির্যাতনের ঘটনা ঘটলে প্রতিকার ও প্রতিরোধের জন্য ন্যাশনাল হেল্পলাইন সেন্টারে
১০৯ নম্বর-এ (টোল ফ্রি, ২৪ ঘণ্টা সার্ভিস) ফোন করুন

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